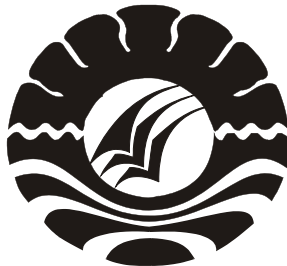


**FACTORS CAUSING LANGUAGE ANXIETY OF EFL
STUDENTS IN CLASSROOM PRESENTATION**

**FAKTOR-FAKTOR YANG MENYEBABKAN KECEMASAN
BERBAHASA ASING PADA PESERTA DIDIK DALAM PRESENTASI
KELAS**

A THESIS

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ABSTRACT

AZWAR FADLAN, 2017. *Factors Causing Language Anxiety of EFL Students in Classroom Presentation*. PPs UNM (supervised by Mansur Akil and Sahril).

The purpose of this study was to identify : (1) Types of foreign language anxiety experienced by the students during proposal and result presentation seminar at Graduate Program of State University of Makassar (2) factors causing language anxiety of EFL students in speaking during proposal and result presentation seminar. This research applied qualitative descriptive research method. This research was carried out at Graduate Program of State University of Makassar. The subject of this study were six students majoring in English who conducted a presentation seminar. They are all selected by using purposive sampling. The researcher observed and interviewed all G-class students conducting presentation seminar from February to April to identify types of anxiety experienced by the students and the factors causing foreign language anxiety in a presentation seminar. The researcher made observations using video recording devices and field notes. Video recording was used to record student activities and appearances in presentation seminar. In the meantime, field notes are used to obtain the more accurate data. Based on the result, there were three types of anxiety experienced by the students when doing presentation using English, namely anxiety related to positive (facilitative anxiety), anxiety related to negative or destructive (debilitative anxiety) and anxiety which was not related to any of them. The researcher called it as non-effecting anxiety. As for some factors causing the students feel anxious in their speaking ability, generally they divided into two main factors, namely internal and external factors, but in the case of this study, the researcher found only internal factors, namely fear of making mistakes, fear of facing questions from participants, fear of failing the exam, inability to use the appropriate vocabulary when explaining the presentation material, fear of being the center of attention or lack of self-confidence, inadequate in using English proficiently, lack of preparation and practice, poor of pronunciation, inferior feelings, and lack of presentation experience.

ABSTRAK

AZWAR FADLAN, 2017. *Faktor-faktor yang Menyebabkan Kecemasan Berbahasa Peserta Didik dalam Presentasi Seminar Proposal dan Hasil*. PPs UNM (dibimbing oleh Mansur Akil dan Sahril).

Tujuan penelitian ini adalah untuk mengetahui (1) tipe kecemasan berbahasa asing yang dialami oleh siswa saat melaksanakan presentasi dalam seminar proposal dan hasil di Program Pascasarjana Universitas Negeri Makassar (2) faktor-faktor yang menyebabkan kecemasan berbahasa asing pada siswa pada saat presentasi seminar proposal dan hasil. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Penelitian ini dilaksanakan di Program Pascasarjana Universitas Negeri Makassar. Subjek penelitian ini adalah enam siswa jurusan bahasa Inggris yang melaksanakan seminar presentasi. Mereka semua dipilih dengan menggunakan purposive sampling. Peneliti mengamati dan mewawancarai semua siswa kelas G yang melakukan presentasi dalam seminar dari bulan Februari sampai dengan bulan April untuk mengidentifikasi tipe kecemasan yang dialami oleh siswa dan faktor yang menyebabkan kecemasan berbahasa asing saat presentasi dalam seminar. Peneliti melakukan pengamatan dengan menggunakan alat perekaman video dan catatan lapangan. Perekaman video digunakan untuk merekam aktifitas dan penampilan siswa dalam seminar presentasi. Sementara itu, catatan lapangan digunakan untuk mendapatkan data yang lebih akurat. Berdasarkan hasil yang ditemukan di lapangan, ada tiga tipe kecemasan yang dialami siswa saat melakukan presentasi dengan menggunakan bahasa Inggris, yaitu kecemasan yang sifatnya positif atau membangun (facilitative anxiety), kecemasan yang sifatnya negatif atau merusak (debilitative anxiety), dan kecemasan yang tidak berhubungan dengan sifat positif dan negative, selanjutnya peneliti menyebutnya sebagai kecemasan yang tidak berefek (non-effecting anxiety). Adapun beberapa faktor yang menyebabkan kecemasan berbahasa pada siswa dalam kemampuan berbicara mereka, secara umum terbagi menjadi dua yaitu faktor internal dan faktor external, namun dalam kasus penelitian ini, peneliti hanya menemukan faktor internal yaitu kekhawatiran akan melakukan kesalahan, kekhawatiran untuk menerima pertanyaan dari peserta, kekhawatiran akan gagal dalam seminar, ketidak-mampuan memilih kosa kata yang tepat saat menjelaskan materi presentasi, kekhawatiran untuk menjadi perhatian banyak orang atau kurang percaya diri, kurangnya kemampuan berbahasa inggris yang baik, kurangnya persiapan dan latihan, pengucapan yang buruk, perasaan inferior, dan kurangnya pengalaman dalam hal presentasi.

CHAPTER I

INTRODUCTION

This chapter deals with background, problems statement, objectives of the research, scope of the research, and significance of the research.

A. Background

Nowadays, English has been transformed into a global language which become pre-requirement for many academic, career, and social needs, including in Indonesia. Somehow, the acquisition of the foreign language requires efforts and hard work. Looking at the language skill, there are four skills to be learned: listening; speaking; reading; and writing. Brown (1994) asserted that speaking skill is rather difficult to acquire than the other three. From many factors which believed as barriers for EFL learners in speaking skill, anxiety is probably one of the most important influences on their success or failure.

Speaking a foreign language in public is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Adults, unlike children, are concerned with how they are judged by others. They are very cautious about making errors in what they say because of fear of being evaluated and criticized by others which would be an obvious occasion of losing face. But not all the anxiety is negative in terms of language learning. The facilitating aspect of anxiety cannot be ignored either.

Everything has two sides, mostly we consider anxiety as a negative affective (Debilitative anxiety) variable, but it does not demonstrate to be necessarily negative in its effect on speaking. It has been discovered that sometimes EFL learners who are anxious do better than those who are not. Higher levels of anxiety may be related to higher levels of risk-taking, so that those who actually attempts to produce more difficult structures in his/her speaking performance may report more anxious than those who are content to remain at a lower level of attainmen, Kleinmann, 1997 (cited in Shangping & Qingyan, 2015). Therefore it seems that anxiety sometimes is somewhat helpful to some learners. On the other hand, anxiety can be helpful or facilitating in a sense that it can prepare learners to be more concerned over a task. For example, a student who feels anxious before a speech delivery may be helped by that feeling to well-prepare the speech by learning it by heart, or presenting it to others in advance. A repeated effort like this will add confidence and chances to success, and motivate him/her to work to him/her full potentials. In this sense, certain amount of anxiety can really make learners more alert to what they are doing. Just as what Scovel comments “facilitating anxiety motivates the learner to ‘fight’ the new learning task; it gears the learner emotionally for approval of behavior”. Therefore, it is obvious that stress only becomes the learners’ enemy when it becomes an end in itself. Only when the focus of the energy turns to anxiety rather than the task at hand, it becomes detrimental to learners’ efforts, but they can manage the anxiety to work for them, instead of against them.

Alpert and Haber (1960) have clearly showed the differences between facilitating anxiety and debilitating anxiety by showing that anxiety can either be positive or negative. Looking on facilitating anxiety, this type of anxiety always motivates learners to do things more efficiently and it encourages learners to make an extra effort in overcoming feelings of anxiety. According to Simpson, Parker and Harrison (1995), debilitating anxiety refers to “extreme level of anxiety” which could result a poor and bad response or could even restrain it. Moreover, debilitating anxiety will definitely cause learners to prevent the learning process in order to restrain the feeling of anxiety.

As stated by Khairi and Nurul Lina, 2010 (cited in Selvam, Puveneswary, et al.,) moderate feelings of anxiety in second language learning might help learners to create the desire to learn, to motivate and to get the learners realize that they have to work harder in order to acquire the target language. On the other hand, if learners experience low level of anxiety, they may be so relaxed that they do not really learn or acquire any new things and as a result, the process of language acquisition will not be successful. For learners who experience high anxiety, they may perceive a foreign language learning situation as threatening to them and may respond to this threatening situation by showing poor learning performance.

However, the degree of and reasons for foreign language anxiety may differ according to context. For example, studies in Asian contexts reveal that one reason for Asian EFL learners' anxiety is the fear of losing face, Hilleson, 1996; Jackson, 2002 (as cited in Liu, Meihua 2006). Losing face means being

embarrassed or person has lost influence and injured his/her reputation. The need to explore foreign language anxiety (FLA) in wider contexts with different groups of learners motivated the present research, which also investigated anxiety during English classroom presentation at Graduate Program State University of Makassar with a focus on types and causes of anxiety. The present study conducted in the context of English foreign language anxiety related to proposal and result presentation seminar because language anxiety is often reported as one of the important negative factors that causes poor speaking performance. The students are afraid of making any mistakes or feeling uncomfortable in speaking foreign language, they are anxious to be criticized by others. The anxiety that arises when an individual is dealing with a foreign language specified as foreign language anxiety (Horwitz, et al., 1986), which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension.

As a student at Graduate Program of State University of Makassar, he had observed on many occasions where numerous participants experienced the apprehensive and uncomfortable feeling in classroom presentation when they were attempting to produce the language. This can be seen from the participants when they are required to speak in front of the audience which consisted of the lecturers or even their companions during presentation. They are incapable to reproduce their real meaning, sound or intonation in target language even after rehearsing constantly and regularly. In the classroom presentation, the students also cannot answer certain question at the time though the question is quite

simple. Their feeling of anxiety may disturb their explanation and performance and also hamper them to succeed in their presentation.

Regarding to the statements above, the researcher tried to identify types of anxiety, and investigated factors causing language anxiety of the students in classroom presentation among the Students of Graduate English Program of state university of Makassar.

B. Problem Statement

Based on the background above, the researcher formulated the problem statements as follow :

1. What types of language anxiety do EFL students experience in presentation seminar?
2. What are the factors causing language anxiety of EFL students in presentation seminar?

C. Objective of the research

Coverring to the problem statements above, the objectives of this research were as follows:

1. To identify the types of language anxiety experienced by the EFL students in presentation seminar.
2. To investigate the factors causing language anxiety of the EFL students in presentation seminar.

D. Significance of the research

The outcomes of this research are generally expected to give meaningful contribution to linguistics development and particularly for the applied linguistics. There were two kinds of significance in this research, those are theoretical and practical. Theoretically, this research is expected to support the information about the types of anxiety experienced by the learners and the factors causing language anxiety of EFL students in oral presentation.

Practically, the result of the research would be beneficial for the teachers, lecturers, and the students with empirical data on students' oral communication especially when the students do the oral presentation. Besides that, it is expected to be beneficial information for the teachers and lecturers to be able to classify their students into three different types of anxiety which are debilitating, facilitative and non-affecting anxiety, and to enrich their insight about other factors causing language anxiety in oral presentation.

E. Scope of the research

In this research, the researcher focused on types and factors causing language anxiety of EFL students in academic context of graduate English study program in proposal and result presentation seminars. Because this phenomenon often occurs in presentation, the researcher attempted to find how the students perceive that anxiety and to investigate factors which influence their anxiety in classroom presentation. Since the anxiety is considered as part of affective factor in the process in classroom presentation that is one of the main concern of psycholinguistics.

Regarding activity, this research was conducted by observing, taking note (field not), interviewing and recording (videotape and audiotape) the students performance in presentation seminar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part deals with the previous related findings, some pertinent ideas, and conceptual framework.

A. Previous related studies

Anxiety plays a significant role in language learning and communication. It is a real challenge in foreign language teaching and learning. English language anxiety has long been the major discussion issue for the language researchers such as Alpert & Haber, Horwitz, Oxford, etc. This is because English learning is a complicated process. It is influenced not only by the linguistic of English itself, but also by some other factors. One of them is affective factor like anxiety. Numerous empirical latest studies related to second and foreign language anxiety have shown that anxiety exists in almost every aspect of second/foreign language learning. Several latest studies were explained below :

First, the research about An Investigation Of Foreign Language Classroom Anxiety And Its Relationship With Students' Achievement written by Awam,Azher, Anwar&Naz, (2010) from University of Sargodha. The method In their study, they examined anxiety in English undergraduate classes with regard to the type of situations that provoke anxiety during different stages of the learning process and the relationship of anxiety with learners' achievement. The questionnaire used in their study is the abbreviated form of Foreign Language Classroom Anxiety Scale (FLCAS). They revealed that Speaking in front of

others is rated as the biggest cause of anxiety followed by worries about grammatical mistakes, pronunciation and being unable to talk spontaneously. Finally, the result of their current study showed that language anxiety and achievement are negatively related to each other. They also asserted that Usually, high anxiety can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well. The result of the study is that the learners with high anxiety often get low achievement and low achievement makes them more anxious about learning.

Second research was conducted by Yusi Chen (2015) which is entitled “ESL Students' Language Anxiety In-Class Oral Presentations”. The method in this research, Chen explored the connections between ESL students’ speaking-in-class anxiety and their presentation performance, factors causing oral anxiety during presentations, and strategies to regulate L2 students’ speaking anxiety in presentations. In his findings, he revealed that all participants get anxious during oral presentations. However, in class speaking anxiety does not have much connection with ESL students’ presentation performances. It is because ESL students’ presentation performances are also affected by speaking anxiety coping strategies used in presentations. Besides that, it is also necessary for L2 teachers to create a low-anxiety atmosphere in speaking classes, especially in class presentations.

Third, Muhammad Tanveer (2007) with his research about “Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking

skills and the influence it casts on communication in the target language investigated the factors that cause language anxiety for ESL/EFL learners from three different perspectives: from the perspectives of ESL/EFL learners, ESL/EFL practitioners, and ESL/EFL teachers. His research was conducted in the context of the University of Glasgow, with multi-lingual groups of students belonging to different cultures and nationalities. The results of his research clearly indicated the existence of high levels of language anxiety in most of the learners who are learning English, even through the use of modern communicative language teaching techniques from highly experienced language teachers.

The persistence of the problem, in spite of being addressed by a large body of research, suggested that the issue of language anxiety still needs to be researched in more detail regarding its nature, causes, impact and treatment. In this case, the present researcher will take part to get more data to support the previous researches.

Fourth, Lucas, Miraflores & Go (2011) Investigated the causes of anxiety in English language learning of foreign students in the Philippines. A survey was conducted on 250 foreign students were the respondents of this research. The Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. (1986) was used to obtain data for this study. The respondents of this study were asked to rate each of the statement in the FLCAS using the 5-point interval of which 1 refers to strongly agree, 2 as agree, 3 as neutral, 4 as disagree, and 5 as strongly disagree. The researchers rephrased items 6, 7, 10

and 13 in the FLCAS questionnaire and changed the term foreign language class to English language class. The results from the data revealed that foreign participants of the study experienced anxiety due to fear of negative evaluation from their teachers and their peers as well. This may be due to the classroom activities or tasks that they have to fulfill in class.

Fifth, Puveneswary Selvam, Ernie Syahida Binti Mohd Kamal, Vincent Nathan G Swaminathan & Shasthrika Baskaran investigated Effects of debilitating and facilitating anxiety on speaking in second language among Malaysian EFL. In their study, they adapted the Foreign Language Classroom Anxiety Scale (FLCAS), which was devised by Horwitz et al. (1986) as the data collection instrument in their research. The questionnaire consisted of 33 items scaled with a 4-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. The questionnaire was administered to a random sample of 100 ESL adult learners which consists of students from Executive Diploma Programme. Their study investigated how anxiety affects speaking in the L2 among Malaysian ESL learners' in terms of the two different dimensions which are debilitating and facilitative. The finding of their research shows that 70% of the students have negative attitudes towards speaking second language (L2) despite of having facilitative anxiety in speaking English as L2. Even though in this research showed a number of students have negative attitudes toward speaking second language, but The results indicate that generally, the ESL adult learners in Malaysia still have positive attitudes towards speaking second language (L2). The students realize the importance of English in daily basis and they have the

desire to improve their level of proficiency. Although they feel that speaking English is difficult and stressful, they do not think it is a waste of time, and they even consider continuing to improve their English when they graduate.

All the studies above showed the relationship between language anxiety and students' participation in foreign language classes. A number of studies found that a student with higher level of anxiety will get lower scores while few others found that a learner with lower level of anxiety will get higher scores. The second believes that anxiety brings competitiveness that motivates learners to study hard, they believe in the positive effect of anxiety. As stated by Khairi and Nurul Lina, 2010, (as cited in Selvam, Puveneswary, et al.,) moderate feelings of anxiety in second language learning might help students to create the desire to learn, to motivate and to get the students realize that they have to work harder in order to acquire the target language.

Those five studies above tried to examine second and foreign language anxiety in term of undergraduate and diploma program stages, while the present study tried to investigate foreign language anxiety in graduate program stage. The reason why the researcher conducted the research for this stage was to reveal the existence, types of anxiety, and factors causing language anxiety of EFL students in classroom presentation in higher educational level.

The second previous study above was conducted to explore connections between L2 speaking anxiety and in-class presentation performance, factors causing oral anxiety during presentations, and strategies to regulate speech anxiety in in-class settings. Furthermore, after revealing the factors and the coping

strategy to regulate the anxiety in oral presentations, the researcher of this previous study did not identify and classify clearly the kinds of anxiety either facilitative or debilitating that the students experienced during oral presentation even though he mentioned those two types of anxiety in the first chapter of his research. The only the fifth study of the five previous researches focused on revealing two types of anxiety either facilitative or debilitating anxiety. But it was not in public speech such or oral classroom presentation case. Thus, to fill this gap, the researcher conducted his research to accomplish this work.

Therefore, the researcher carefully classified the students whether they experienced debilitating or facilitating anxiety in performing their oral presentation. Besides that, the researcher revealed factors which influence the students' anxiety in classroom presentation in case of English graduate program.

. During classroom presentation, the researcher found a new type of anxiety experienced by the student. The new type of anxiety that the researcher found was non-effecting anxiety. It can be identified when the students were not really stimulated to work harder to prepare themselves in doing such presentation and were not stimulated to perceive a foreign language as a threatening to them. Thus, the research revealed three types of anxiety and several factors which focused on the students of State University of Makassar, this was absolutely investigated by the researcher in purpose to give additional contribution to the field of the research in term of the problems that the students face in learning foreign language.

B. Some Pertinent Ideas

The part of this chapter deals with the nature of anxiety, the nature of speaking skill and oral presentation.

Anxiety is physiological, behavioral, and also psychological reaction all in one. On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. On a behavioral case, it can sabotage the ability to act. Psychologically, anxiety is a subjective state of apprehension and uneasiness. In its most extreme form, it can cause people to feel detached from themselves and even fearful of dying or going crazy (Bourne, 2010:6).

Besides that, Problems associated with anxiety in language learning have been well proved. For example, in Horwitz, Horwitz, and Cope (1986) observed that in foreign language classes, anxious learners had difficulty in speaking and indiscriminating the sounds and structures of a target language message. Anxiety has been considered a very negative factor in learning a foreign language especially in learning to speak the language. In Horwitz et al (1986 : 125) statement “ anxiety is a major obstacle to be overcome in learning to speak another language”. Speaking is a problem because the spontaneity allows the speaker no preparation time in which to monitor and correct what he or she wants to say, thus the risk of being wrong in an oral class is high (Horwitz &Young 1991). Students with anxiety will have difficulty concentrating and processing input in class and consequently the output of the language is negatively affected. They tend to withdraw from voluntary participation and are unwilling to take

risks. They are apprehensive, worried and even fearful in the classroom (MacIntyre & Gardner 1991). Such conditions interfere with learning and anxious students are thus deprived of many opportunities to practice the target language. Anxiety is therefore considered a major obstacle to developing language skills, and particularly speaking skills. When students are nervous, they tend to make more mistakes. The more mistakes they make, the more nervous they will be, and the less likely they are to perform well at speaking skills thus resulting in a vicious circle.

1. The Nature of Anxiety

a. Definition and Types of Anxiety

In non-linguistic study, Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” Hilgard, Atkinson, & Atkinson, 1971 (cited in Aydoğan, H et al 2013). In linguistic study, Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001: 113).

Psychologists make a distinction between three categories of anxiety: *trait anxiety*, *state anxiety*, and *situation-specific anxiety*. *Trait anxiety* is relatively stable personality characteristic, a more permanent predisposition to be anxious while *state anxiety* is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983: cited in Horwitz, 2001: 113). The situation specific anxiety can demonstrate an important role for

anxiety in the language learning process. Situational anxiety is related to a particular situation and language anxiety can be one type of situational anxiety, and is not a personality trait. In this content MacIntyre and Gardner (1991) defined situational anxiety as “the apprehension experienced when a situation requires to use of a second language with which the individual is not fully proficient”. The examples of situation specific anxiety can be public speaking, writing examinations, performing math, or participating in a foreign language class and classroom presentation.

Alpert and Haber (1960), distinguished between two types of language anxiety: facilitating and debilitating. Facilitating anxiety influences the learner in a positive, motivating way and is best described as enthusiasm before a challenging task. In contrast, debilitating anxiety includes the unpleasant feelings such as worry and dread that interfere with the learning process.

b. Factors Associated with Foreign Language Anxiety

1) Self Perceptions

According to Horwitz et al. (1986: 128), perhaps no other field of study poses as much of a threat to self-concept as language study does.. This self-concept forms the basis of the distinction, made by Horwitz et al. (1986: 128), between language anxiety and other forms of academic anxieties. They posited, the importance of the disparity between the ‘true’ or ‘actual’ self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language

anxiety from other academic anxieties such as those associated with mathematics or science” (1986: 128).

The term self-esteem has been used in much the same meaning as self-concept and has been found to be strongly linked with language anxiety. Krashen (1980, 15: cited in Young, 1991: 427) suggests, “the more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety”. Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz et al., 1986: 129).

2) Learners’ Beliefs about Language Learning

As language learning poses a threat to learners’ self-concept, in response learners may generate some particular beliefs about language learning and its use. Research on language anxiety suggests that certain beliefs about language learning also contribute to the student’s tension and frustration in the class (Horwitz et al., 1986: 127). Such beliefs have been found to cast a considerable influence upon the ultimate achievement and performance in the target language. The researchers use terms such as erroneous or irrational to indicate certain widely held beliefs about language learning which can be a source of anxiety (Gynan, 1989: cited in Onwuegbuzie et al., 1999: 220). Horwitz 1988 (cited in Ohata, 2005: 138) noted that a number of beliefs derived from learner’s irrational and unrealistic conceptions about language learning, such as 1) some students believe that accuracy must be sought before saying anything in the foreign

language, 2) some attach great importance to speaking with excellent native or first language like accent, 3) others believe that it is not ok to guess an unfamiliar second/foreign language word, 4) some hold that language learning is basically an act of translating from English or any second/foreign language, 5) some view that two years are sufficient in order to gain fluency in the target language, 6) some believe that language learning is a special gift not possessed by all. These unrealistic perceptions or beliefs on language learning and achievement can lead to frustration or anger towards students' own poor performance in a second/foreign language. According to Young (1991: 428), erroneous beliefs about language learning can contribute greatly to creating language anxiety in students. In his review of literature on language anxiety, Ohata (2005: 138) explained that unrealistic beliefs can lead to greater anxiety and frustration, especially when the beliefs and reality clash. He elaborates that if the learners start learning second or foreign language with the belief that pronunciation is the single most important aspect of language learning, they will naturally feel frustrated to find the reality of their poor speech pronunciation even after learning and practicing for a long time. These beliefs are most likely to originate from learners' perfectionist nature. The perfectionist learners like to speak flawlessly, with no grammar or pronunciation errors, and as easily as the native speaker – these high or ideal standards create an ideal situation for the development of language anxiety.

3) Instructors Beliefs about Language Teaching

Just like learners' beliefs about language learning, some instructor's beliefs about language learning and teaching have also been found to be a source of anxiety. Brandl (1987: cited in Onwuegbuzie et al., 1999: 220) asserted that instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates second/foreign language anxiety in students. Further, he stated that the majority of instructors considered their role to be less a counselor and friend and objected to a too friendly and in authoritative student-teacher relationship. The researchers also reported that students realize that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding 'dumb' or 'inept' (Koch and Terrell, Horwitz, 1986, 1988, and Young, 1990: cited in Young 1991: 429). Young (1991: 429), realizing this phenomenon, stated that the problem for the students is not necessarily error correction but the manner of error correction – when, how often, and most importantly, how errors are corrected. In addition to error correction, some instructors have been reported not to promote pair or group work in fear that the class may get out of control, and think that a teacher should be doing most of the talking and teaching, and that their role is more like a drill sergeant's than a facilitator's; these beliefs have been found to contribute to learner's language anxiety (Young, 1991: 428). Recognition or awareness of these beliefs by both the learners, as well as the teachers, is essential for effective alleviation of language anxiety in learners.

4) Classroom Procedure

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. For instance, Koch and Terrell (1991, cited in Horwitz, 2001: 118) found that more than half of their subjects in their Natural Approach classes (a language teaching method specifically designed to reduce learner's anxiety) expressed that giving a presentation in the class, oral skits and discussion in large groups are the most anxiety-producing activities. They also found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. In addition, students were found to be more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students. Similarly, Young (1991: 429) found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get *in front of the class* to speak.

c. Effects of anxiety on EFL learners

In the process of studying the correlation between anxiety and performance, many researchers have formed their own ideas about anxiety. Alpert and Haber (1960) made a distinction between debilitating anxiety and facilitating anxiety. They mentioned that facilitating anxiety helps a learner to be more alert to a task, pushes students on to make greater efforts, and is considered to be a

positive factor in order to accomplish a task. Debilitating anxiety on the contrary is negative, where a learner becomes too anxious and may not perform a task to the optimum level, even may frighten the learner off task. In other words, debilitating anxiety is “bad” because it harms learners’ performance in many ways, both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language (Oxford, 1990). But of course, it may be more a matter of the intensity of the feeling, than of its quality.

In daily life, there are many examples of language anxiety. Some learners show their anxiety by giving up the task, because they feel unbearable for the stress they suffer, while there are also some others who can recognize their anxiety and choose a positive way to reduce anxiety and finally become successful. Anxiety, no matter how debilitating or facilitating it may be, will surely do pervasive effects on language learning, especially foreign language learning. To make it clear, the writer describe these two types of anxiety below:

1) Effects of Debilitating Anxiety

The term “anxiety” usually has the negative connotation and is often associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension. When anxiety does harm to learners’ performance, it is destructive and counterproductive to foreign language learning. It is characterized with a fear of failure and lack of confidence to succeed. Usually learners who compare themselves with other learners in class and find themselves incompetent tend to become anxious, their anxiety decreases as they become more proficient.

Some of the learners find teachers' questions threatening and feel frozen up and dumb when interrogated. No matter how anxiety in class produces, it does great effects on EFL. First, anxiety blocks the normal processes of thinking. Anxiety and panic seriously interfere with memory, attention and concentration. Energy is drained away rather than concentrated onto the discussions and instructions in class. Such blocks can lead to poor understanding, poor results and a loss of self-confidence. Second, anxiety discourages learners' interaction with learning materials. Anxious students prefer to wait for the material to be fed rather than to actively engage it or attempt to use it. Third, anxiety is usually linked with a sense of being incompetent. Because of their sense of incompetence, anxious learners tend to prefer more passive approaches in the process of learning. They lack confidence and fail to engage actively with the material, thus fail to internalize ideas presented in the material and do poorly on their assignments, thereby the feeling of incompetence is strengthened and leads the student eventually to give up. Finally, anxious students show little interest in attending the class. For some learners, attendance means only to learn the minimum to get a passing score. But not all the anxiety is negative in terms of language learning. The facilitating aspect of anxiety cannot be ignored either.

2) Effects of Facilitating Anxiety

Everything has two sides, mostly we consider anxiety as a negative affective variable, but it does not demonstrate to be necessarily negative in its effect on learning. It has been discovered that sometimes learners who are anxious do better than those who are not. Higher levels of anxiety may be associated with higher

levels of risktaking, so that those who actually attempt to produce more difficult structures may report more anxiety than those who are content to remain at a lower level of attainment (Kleinmann, 1997). Therefore it seems that anxiety sometimes is somewhat helpful to some people. On the other hand, anxiety can be helpful or facilitating in a sense that it can prepare learners to be more concerned over a task. For example, the anxiety one feels before a speech delivery may help him to well prepare the speech by learning it by heart, or presenting it to others in advance. A repeated effort like this will add confidence and chances to success, and motivate them to work to their full potentials. In this sense, certain amount of anxiety can really make learners more alert to what they are doing. Just as what Scovel (1978) comments “facilitating anxiety motivates the learner to ‘fight’ the new learning task; it gears the learner emotionally for approval of behavior”. Therefore, it is obvious that stress only becomes our enemy when it becomes an end in itself. Only when the focus of our energy turns to anxiety rather than the task at hand, it becomes detrimental to our efforts, but you can manage the anxiety to work for you, instead of against you.

Speech anxiety is one of the most researched topics in communication. Research has shown that the students can mitigate many of the causes of speech anxiety, reduce its symptoms, and use their nervous energy in productive ways. The students may always feel somewhat nervous when speaking in public. That’s natural, normal, and even beneficial. Think of speech anxiety as intelligent fear, an innatereaction that can serve a positive purpose. With intelligent fear, students use the responses associated with fear, such as heightened emotions, increased

sensitivity to their surroundings, and greater attention to sensory information, to give a better presentation.

d. Anxiety as a Normal Emotion

Anxiety is a normal emotional reaction that is experienced sometimes by everyone. Everyone feels anxious now and then. It's a normal emotion. Many people feel nervous when faced with a problem at work, before taking a test, or making an important decision.

At the most basic level, anxiety is an emotion. Simply stated, an emotion is a subjective state of being. It is often associated with changes in feelings, behaviors, thoughts, and physiology. Anxiety, like all emotional states, can be experienced in varying degrees of intensity. For instance, we might say we are happy. But unlike the emotion "happiness," which has several different words to convey these differing levels of intensity (intensity ranging from happiness to joy), anxiety is a single word that represents a broad range of emotional intensity. At the low end of the intensity range, anxiety is normal and adaptive. At the high end of the intensity range, anxiety can become pathological and maladaptive. While everyone experiences anxiety, not everyone experiences the emotion of anxiety with the same intensity, frequency, or duration as someone who has an anxiety disorder. Subjectively, it is experienced as a negative affective state most often accompanied by physiological arousal, which occurs in response to perceptions of threat or anticipation of harm. As a normal emotional reaction, anxiety fluctuates according to the situation, increasing when threat is perceived and decreasing when the threat disappears. The primary function of anxiety reactions is to prepare

the person to respond adaptively to the threat. (Shibley, et al 2002:150).

Adaptive anxiety or anxiety as a normal emotion may be considered a useful emotion that leads to survival strategies. In this sense, anxiety is a normal emotion that occurs when an individual copes with a potentially dangerous situation, constituting a mechanism for alertness or alarm (Hommer,*et al* 1987). In this case, the symptoms of anxiety, which are identical to the pathological condition, disappear once the stressful stimulus disappears. Meanwhile, in most cases, it leads to coping with the emergency situation. As the best strategy is chosen, the probability of ensuring survival increases.

e. The Symptoms of Anxiety

The anxiety and worry are associated with several symptoms of arousal or distress, at least some of which are present more days than not for a period of six months or longer. Further, distinguishing pathological worry, as it appears in generalized anxiety disorder, from normal worry is that frequency, intensity, duration of the worry and associated anxiety are far in excess to the actual probability or impact of the feared event and that the worry is experienced as difficult to control. The lifetime prevalence rate for generalized anxiety disorder is approximate 5% (Shibley,et al 2002: 156).

Recent theories of generalized anxiety disorder have attempted to provide functional accounts for the presence of the excessive worry. For example, active worrying has been found to decrease spontaneous aversive emotional imagery and is associated with a dampening of physiological arousal. Accordingly, it has been suggested that some individuals may adopt worry as a strategy to regulate their

anxiety.

Anxiety is a survival instinct that has evolved over millions of years in order to protect us. It is a series of reflexes and responses that affect our mind and body as we become prepared to avoid or deal with dangerous situations. You are scared, your senses are heightened. Your sight and hearing have become more sensitive, able to pinpoint the slightest movement or sound. Your breathing and heart beat have become more rapid, you feel light headed and dizzy, want to go to toilet or throw up, your limbs feel shaky and your whole body is now charged with energy, full of anxiety, ready to fight or flee, possibly for your life. (Rachman 1993: 99).

Furthermore. According to Nur, (1993: 14) the students conditions like loosing face, looking foolish. As result of anxious feeling of afraid at making mistakes may end in the situations where they do not want to speak anymore, particularly by using English. Anxiety is general symptoms that can be rooted in previous failure, being afraid to ankle mistakes to be citizen, being afraid to lose face or lack of self-confidence. This can block the students performance in speaking inside and outside classroom.

Get anxious in certain situations is normal, everyone does. And most people even experience increased anxiety frequently. Things like tests, interviews, public speaking, dating and competitive sports can make anyone pretty anxious. Rachman, (1993: 165) devided anxiety in three parts there are:

1. Anxiety protects us in two main ways

- a. It helps to prepare our body for action, making us more alert and ready to fight or flee from any imminent threat to our survival. This is responsible for the direct physical sensations (such as rapid heartbeat, fast breathing, being jittery and on-edge, trembling etc.) that we feel when anxious. In real danger we can go from being totally relaxed to extremely anxious in an instant which is panic.
- b. It causes us to plan ahead for any potential dangers and how to deal with them-an excellent survival strategy (it's better to deal with a danger or avoid it before we get into the situation) but an unfortunate effect of this is that we can get anxious/nervous just thinking about situations.

2. Symptoms associated with anxiety

Anxiety can cause a large range of symptoms that affect our body, mind and behavior.

a. Body

- 1) Our heartbeat speeds up and breathing becomes faster and more shallow.
This may lead to feelings of tightness across the chest.
- 2) We start to feel shaky, dizzy and light-headed; our legs feel like jelly and we often start to sweat.
- 3) The mouth feels dry and it becomes hard to swallow.
- 4) We might feel sick, our stomach churning
- 5) And need toilet more often.

b. Mind

- 1) We may feel frightened (for no apparent reason) and begin to worry about things more and more.
- 2) Or start to believe that we are physical ill, having a heart attack or stroke, or going mad.
- 3) We may feel that other people are looking at us more.
- 4) And worry that we may lose control or make a fool of ourselves in front of others.
- 5) Often there is an overwhelming urge to escape and get to a safe place

c. Behaviour

Depending on what we find stressful

- 1) We may begin to make excuses to avoid going out or doing certain things.
- 2) And rush out of places or situations where we feel anxious.
- 3) Often we start to avoid things and situations that make us feel anxious.
- 4) And may have a drink or take a tablet before doing something we find stressful.

3. Anxiety problems

To get anxious in certain situations is normal, everyone does. And most people even experience increased anxiety frequently.

Rau, (2013: 169) divided Symptoms of Anxiety in some classifications there are:

Tightness, Rigidity, Guardedness, Tension, Feeling vulnerable, Feeling exposed, Always expecting danger, Shakiness, shivering or sweating, A sense of dread, Feeling like a “victim”, Being docile or passive, Being angry, aggressive or

filled with rage, Appearing humorless, lifeless, invisible: Feeling resigned or indifferent, Being disengaged, having no trusted friends, having fractured family relationships, Being hyper-alert, Being a hoarder with money or possessions or spending recklessly, Lack of concentration and focus, Feeling dissatisfied and feeling like there is never enough.

In relation to linguistic study, the fact that language anxiety is a psychological construct, it most likely stems from the learners' own self as an internal factor (Scwartz, cited in Tanveer, 2007: 11) such as his or her self-perceptions, perceptions about other (peer, teacher, interlocutors, ect) target language communications situation, and his or her beliefs about second language or foreign language learning. Language anxiety may be a result as well as a cause of insufficient command of the target language. That is to say it may be experienced due to linguistics difficulties in learning and using second or foreign language. Meanwhile, within social context, language anxiety may be due to external factor such as different social and culture environments where first language and second language of foreign language take place. Also, the target language is the presentation of cultural community where people experience anxiety because of their own concern about ethnicity and foreignness. Social status and the relationship between of the speaker and the interlocutors could also so important factors cause language anxiety for students.

According to Biddle (2008: 213), presenting symptoms for a person with a clinical level of anxiety might include fear, worry and inappropriate thought or actions. An example of the diagnostic criteria for generalized anxiety disorder is:

1. Excessive anxiety and worry, for more days than not, that are out of proportion to the likelihood or impact of feared events.
2. The worry is pervasive and difficult to control.
3. The worry is associated with symptoms of motor tension (for example, trembling muscle tension), autonomic hypersensitive (for example, dry mouth, palpitation).
4. The anxiety, worry or physical symptoms cause clinically significant distress or impairment in social, occupational or other important areas of functioning.

Related to the anxiety in linguistic field, especially in classroom presentation where anxiety could be observed directly, Ochs (1991:18), defined the symptoms that may be occur separately or in combination:

1. Voice
 - a. Tremble
 - b. Too slow
 - c. Too fast
 - d. Monotonous
 - e. Unemphatic
 - f. Hoarse
2. Oral effect
 - a. Stammers halting/awkward pauses
 - b. Hunt of words
 - c. Speech blocked

- d. Repeated same word
- 3. Mouth and throat
 - a. Too slowly repeatedly
 - b. Breathes heavily
- 4. Facial expressions
 - a. No eye contact
 - b. Roll eye
 - c. Grimaces too often
 - d. Tense face muscle
 - e. Deadpan expression
- 5. Arms and hands
 - a. Rigid or tense
 - b. Fidgeted; waves and hand about
 - c. Motionless; stiff
 - d. Sweat
- 6. Body movement
 - a. Body sways too often
 - b. Paces
 - c. Shuffles feet.

2. The Nature of Speaking Skill and Oral Presentation

Speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. It is the most essential way in which the

speaker can express himself through the language. (Brown, 1994) cited in Florez, M. A. C. (1999) also states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Brown & Yule (1983) there are three functions of speaking, three parts of the expended version of Brown and Yule's framework (after Jones 1996 and Burns 1998):

1) Talk as interaction

It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey the message to other people. The main intention in this function is social relationship.

2) Talk as transaction

Talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, speaker 1 and speaker 2 usually focus on meaning or talking what their way to understanding.

3) Talk as performance

In this case, speaking activities is more focus on monolog better than dialog. The function of speaking as performance is happened at speeches, public talks, public announcements, retell story, telling story, classroom presentation and so on.

In connection with anxiety and speaking, Horwitz & Cope (as cited in Chan & Wu 2004) pointed out since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the

development of communicative competence poses particularly great difficulties for the anxious student.

Furthermore, when anxiety related to the third function of speaking as mentioned above that is talk as performance, where speaking conducted in term of classroom Koch and Terrell (as cited in Hashemi 2013) stated that oral presentation is the most anxiety-provoking classroom activity which makes the classroom environment more formal and stressful for the learners.

Anxieties, simply in speaking, is a kind of troubled feeling in the mind and have both negative and positive effect and which motivated and facilitates learning. Furthermore, McIntyre and Gardner (1999: 284), defined language anxiety as the feeling of tension and apprehension specifically associated with second language context including, speaking, listening, and learning.

Oral presentation is an extension of oral communication skill. It is where the presenter shows his/her knowledge on a particular subject. According to Baker 2000 (as cited in Nadia, 2013) oral presentation is like a formal conversation, speaking to group as a natural activity. Oral presentation is part of spoken language. The purpose of this practice is to communicate. It is designed to inform or persuade. Oral presentation occurs in organizational setting and with limitation in time. Presentation should be structured carefully. In addition the presenter can support this/her talk with visual aids. According to Chivers and Shoolbred (2007), doing presentation is very good learning experience. In the end of oral presentation, the presenter gives the audience the opportunity to ask about things that are not clear to them. The presenter answers them to complete the work.

The most important advantage of oral presentation as a project work is that it comprises the integration of all language skills through communicative approach, and the most important skill in this case is speaking. Al-Issa, et al (2010) stress that “learning to speak is a lengthy, complex process” and “is more effectively achieved by speaking in living natural English”. Therefore, oral presentation are an efficient way to encourage the presenting students to practice meaningful oral English, and to improve their speaking skill. Additionally, the ability to communicate effectively, especially during oral presentation, can boost students’ self-confidence in speaking in front of public; Thornbury 2005 (as cited in Amine 2016) asserts that the students’ act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. Yet, oral presentations are seen as a vital way through which students can improve their speaking skills and communicate more effectively. In EFL classrooms, oral presentations are considered as learners’ activity that have to be appropriate in context and still a basic form of speaking in public that actually raise the students’ self-confidence and effective development of their oral proficiency. (Altschuler, 1996. Cited in King, 2002: 403).

C. Conceptual Framework



Figure 1 Developed Conceptual Framework

Anxiety is a kind of trouble feeling in the mind. It is the subject feeling of tension, apprehension, nervousness, and worry associated with a arousal of the automatic nervous system. In this research, anxiety defined as a fear or apprehension that the students experience in presentation. The entry point of anxiety viewed from two types of anxiety consisted of Facilitative and debilitative anxiety, and two main factors consisted of internal and external factors. Meanwhile, the researcher found a new type of anxiety experienced by the student during classroom presentation,. The new type of anxiety that the researcher found was non-effecting anxiety.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the design of the research, operational definition, subject of the research, research instrument, procedure of collecting data, and technique of data analysis.

A. Research design

The method used in this research was a qualitative descriptive research. Qualitative descriptive research is referred to a survey research, determines and describes the way things are. It is aimed to comprehend the existing phenomena experienced by the subject of the research such as attitude, perception, motivation, action, etc in holistic way, and by describing it in words and language on expected particular context and by using kinds of accepted method.

The research collected the data by using observation in order to see affect of anxiety in the students' performance and use interview as well to reveal the types and the factors causing language anxiety of EFL students in classroom presentation.

B. Operational Definition

To avoid differences in perception, it would explain a few terms as follows:

1. Foreign language anxiety means a sense of worry or apprehension when using or learning a foreign language. Anxiety when associated with learning a foreign language is termed as "second/foreign language anxiety" related to the

negative emotional reactions of the students towards language acquisition (Horwitz, 2001).

2. EFL student is an abbreviation for "English as a Foreign Language". This refers to the student whose first language is not English and learning English while living in their own country.
3. Classroom presentation refers to proposal and result seminar where the presenters explain something to an audience which consists of the students and the lecturers as the examiners in a classroom, the examiners grade oral presentations based on the quality of the information presented as well as the method of the students' presentation.

C. Subject of the research

This research applied the purposive sampling. The researcher selected participants according to the needs of the study. It means that purposive sampling is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the research. These participants were expected to be able to help the researcher to understand the phenomena under the investigation.

In this case, the participants of the research are the students of graduate English program at State University of Makassar. The research focused on seminar presentation of the students at graduate English program 2015/2016 academic year where it consists of seven classes, videlicet, A class to G class. However, the researcher took one class of them, namely G class purposively which consists of eighteen students. The researcher observed the students'

presentation especially in their thesis proposal and result examination to know the types and factors causing language anxiety of the students in classroom presentation. In addition, the students of this class selected as the research participants by regarding to some reasons (1) The students looked anxious in presentation, (2) The students are English graduate program, as the writer mentioned in chapter two, he explored the anxiety that experienced by the students of higher educational level.

D. Research Instrument

Several instruments were employed to support this research. They were as follow:

1. Classroom observation

The researcher attended the presentation seminar as a participant and observer concurrently. In doing this research, the researcher totally involved with the subjects in the research setting. During the observation the researcher used the observation sheet to checklist the students' symptoms of anxiety.

2. Recording

Recording is an important instrument that used by the researcher to save the data and to avoid losing it. The writer recorded the students' presentation by digital camera as a tool to record the data. It is used as an instrument to keep the data to be authentic during the student presentation while in the interview session, the writer used audio recording device.

3. Interview

The researcher used interview to get the data which supported the result of the classroom observation. There are three fundamental types of research interview:

structured interview, semi-structured interview and unstructured interview. Structured interviews are, essentially, verbally administered questions, in which a list of predetermined questions are asked. Semi-structured interviews are the interview which consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to get an idea or response in more detail. Unstructured interviews are their question are not focus in the research. Unstructured interviews usually very time-consuming and can be difficult to manage, and to participate in. In this research, The researcher applied the second type of interviews because it was focused in this research where the questions will be given independently.

4. Field note

field notes were used by the researcher to remember and record the behaviors, activities, events and other features of the students' presentation. All field notes generally consist of two parts:

- a. Descriptive information that accurately document factual data such as date, time, the settings, actions, behaviors, and conversations that is being observed by the researcher.
- b. Reflective information which the researcher records his/her thoughts, ideas, questions, and concerns as he/she is conducting the observation.

Field notes should be fleshed out as soon as possible after an observation is completed. The initial notes may be recorded in cryptic form and, unless additional detail is added as soon as possible after the observation, important facts and opportunities for fully interpreting the data may be lost.

E. Procedure of Collecting Data

As this study aims to give a detail analysis of factors causing language anxiety of EFL learners in classroom presentation, the following procedure of collecting data cover several types:

1. The researcher attended the classroom as a student and observer to see the students' presentation, and asked permission to the lecturer for doing observation until the end of the presentation.
2. The researcher observed the presenter's performance in the classroom presentation for each meeting constantly until the researcher get enough data. In conducting observation, the researcher recorded the student appearance and the utterances that produced by the student as a presenter during the presentation of this research by using video recorder. The recording carried out in relaxing and natural ways as a subject (student) is close to the writer before recording. Importantly, the researcher did inform the observed student about the specific objective of the observation to keep the situation of the presentation real as natural as possible.
3. While recording, the researcher made notes related to the students' presentation in the classroom.
4. In the end of exploring the research, the researcher carried out the interview of the students, The interview conducted as the semi-structured in-person interview to focus on the collection of students' perceptions and "effective" coping strategies that the students frequently adopted in the presentations. The data from this instrument revealed the type of anxiety which was

experienced by the students and support to answer the factors that may cause students' language anxiety in classroom presentation. In order to avoid the participants becoming anxious in the interview, the writer focused on interactions which created a friendly and comfortable interview atmosphere to produce reliable information.

5. The research transcribed, identified, and classified the data; the researcher only transcribed the students' interview result in the classroom presentation.

F. Technique of Data Analysis

In analyzing the data which had been collected, the analysis covers three important activities; Data collection, data display, data condensation, and conclusion drawing/verification (Miles and Huberman: 2014). The model of Miles and Huberman data analysis is described below:

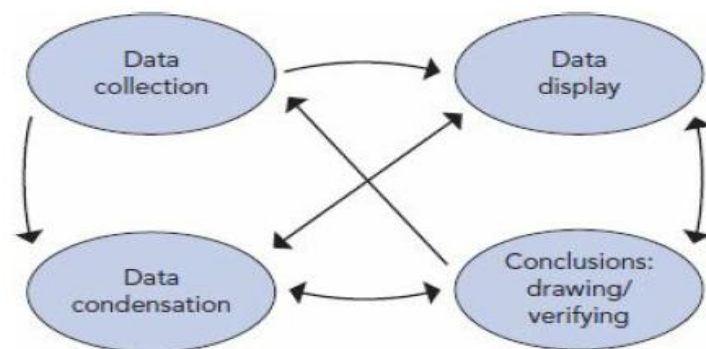


Figure 2
Components of Data Analysis interactive model (2014:33)

Data collection: In this study, the researcher collected the data related to research questions by using the instruments, such as: Observation, audio and video

recording, field notes, and interview. In collecting the data, firstly the researcher observed the students presentation process as a non- participant observer for one hour and thirty minutes per meeting, non-participant observations did not interrupt the students presentation were undertaken.

As a participant observer, the researcher watched the presentation process by sitting at the back while writing field notes. In writing field notes, the researcher wrote everything that he saw and heard. In collecting the data, the researcher also used audio and video recording device to the students' presentation. The recordings carried out in relaxing and natural ways as the subjects or students are close to the researcher. Before recording, the permission obtained from the subjects and they were told that the recording mainly for an analysis of classroom presentation in general and they are required to conduct the presentation as usual. Importantly, the researcher did not inform the observed students about the specific objective of the observation to keep the presentation situation as real and natural as possible. In the end of collecting the data, the researcher conducted the interview to the students to reveal the feeling experienced by the students during presentation and to answer research question number two.

Data display: After collecting the data through classroom observations, audio and video recording, field notes, and interview. The researcher listened carefully to the students' utterances from audio and watched video recording once more and repeat it if it is necessary. The researcher only transcribed the interview that was conducted to the students. The data from interviews were transcribed to make the researcher easier in coding the date to answer research questions.

Data condensation: In data condensation process, after transcribing the data into written transcript, the researcher identified (coding), selected (labeling), and classified based on the analyzing needs which was related to the topic of the research. The transcript was coded to answer the research questions number one and two.

Conclusions – drawing/verifying: after displaying and coding the data, the third stream of analysis activity was conclusion. From the start of data collection, the qualitative analysis interprets what things mean by noting patterns, explanations, causal flows and propositions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the data being collected from observation and interview, namely findings. The discussion is organized based on the research questions that underpin the study. In the discussion session, further explanation and interpretation of findings are given.

A. Findings

The findings discuss the result of the research based on the research questions which is classified into two main parts. The first part is identification of foreign language anxiety types experienced by the students in presentation seminar which found through observation checklist, video recording, field note and interview. The second part is investigation of factors causing foreign language anxiety of the students in classroom presentation through the data obtained from interview. Meanwhile, the researcher showed the findings by giving extract samples for every phase of presentation seminar. The extracts were displayed for different activities.

1. Types of language anxiety experienced by EFL students in classroom presentation

After obtaining the data through audio recording, field note, observation checklist, and interview, the researcher found that there were three types of language anxiety experienced and showed by the EFL students in presentation namely facilitative, debilitative, and non-effecting anxiety. Those two types (facilitative and debilitative) of foreign language anxiety supported by the theory

of Alpert and Haber (1960) which clearly showed the differences between facilitating anxiety and debilitating anxiety by showing that anxiety can either be positive or negative. Looking on facilitating anxiety, this type of anxiety always motivates learners to do things more efficiently and it encourages learners to make an extra effort in overcoming feelings of anxiety. On the other hand, debilitating anxiety is said to the other way round. Beside Facilitative and debilitative anxieties, another type of anxiety that the researcher found in classroom presentation was non-effecting anxiety. This type of anxiety happened if the students experience low level of anxiety. The analyses of the data was based on the sentence structure. The detailed findings were presented below:

a. Facilitative anxiety

All the students were anxious in speaking related to their performance in seminar presentation, but some could control their moderate feeling as a facilitative anxiety while the others could not. In the real language use situation, it is normal for second and foreign language learners to feel some anxiety. As stated by Khairi and Nurul Lina (2010), moderate feelings of anxiety in second and foreign language learning might help students to create the desire to learn, to motivate and to get the students realize that they have to work harder in order to acquire the target language. The researcher presented the examples of moderate feelings which represent facilitative anxiety on extracts as follow :

Extract 1

Eee..ya..kalau dibilang khawatir saya cukup khawatir, takut nanti ketika presentasi itu banyak eee...kesalahan yang akan saya lakukan”.

[Eee..yes, if you ask me, did I worry? Yes I quite worried , worry of making a lot of mistakes in my presentation performance]

Yah..cukup percaya diri ketika saya akan melakukan presentasi dengan persiapan-persiapan yang telah sayaaa persiapkan.

[Yes..Confidently enough when I was going to carry out my presentation with a lot of arrangements that I had prepared before]

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

The first paragraph in the extract above, the student was basically anxious enough for doing her presentation for she was worry about making mistakes. As she stated, ***“Eee..ya..kalau dibilang khawatir saya cukup khawatir, takut nanti ketika presentasi itu banyak eee...kesalahan yang akan saya lakukan. [Eee..yes, if you ask me did I worry? Yes I quite worried, worrying about making a lot of mistakes in my presentation performance]***. Anxiety is a normal emotion. It can occur in any situation particularly in presentation seminar.

The second paragraph in the extract above, the student felt confidently enough before doing her presentation, even though she said before that she felt anxious enough of making mistakes in her presentation. It indicated that the student had been stimulated by anxiety factor to work harder to master her presentation, it showed that the student turned her anxiety into motivation. As she stated later, ***“Yah..cukup percaya diri ketika saya akan melakukan presentasi dengan persiapan-persiapan yang telah sayaaa persiapkan”***. *[“Yes..Confidently enough when I am going to carry out my presentation with a lot of arrangements that I have prepared before”]*. This extract indicates that the student could turn her anxiety into positive affective or facilitative anxiety.

Positive anxiety could arise when students are able to overcome the negative anxiety and turn it into a motivation force to encourage the students to perform better. So, the statement above reflected that the student was in facilitative anxiety.

Extract 2

Eee..jujur..keee..ketika pertama kali penguji mempersiap..ee.. mempersilahkan saya untuk mempresentasikann..he..eee proposal saya..saya cukup ee..gemetar, deg-degan ee..dan khawatir.

[Eee..Honestly, when the first time the examiner invited me to present..he..eee my proposal..i was quite ee..tremble, feeling the sensation of pounding..and anxious].

Ya'.ee..ketika saya presentasi, saya berusaha untuk eee...konsentrasi, saya berusaha untuk konsentrasi karena takutnya ketika saya tidak konsentrasi saya akan lupa apa yang akan sampaikan nanti.

[Yes..ee when I was presenting my proposal, I tried to eee..concentrate, I tried to concentrate for I worried when I didn't, I would forget what I should deliver then].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

When the researcher asked the student about her feeling when the examiner asked her to start her presentation, the student said that she tried to keep concentration on her proposal material, she stated **“Ya'.ee..ketika saya presentasi, saya berusaha untuk eee...konsentrasi, saya berusaha untuk konsentrasi karena takutnya ketika saya tidak konsentrasi saya akan lupa apa yang akan sampaikan nanti”**. [*“Yes..ee when I was presenting my presentation, I tried to eee..concentrate, I tried to concentrate for I worried when I didn't, I would forget what I would deliver then”*]. By saying **ketika saya tidak**

konsentrasi saya akan lupa apa yang akan sampaikan nanti [*“When I didn’t, I would forget what I would deliver then”*] the student implied that there would be a negative affective or debilitative anxiety which could destroy all her arrangements when she did not keep concentration on her proposal material. So this student tried to resist her negative anxiety by keeping concentration on her proposal material. This extract indicates that the student could resist her anxiety into positive affective or facilitative anxiety.

Extract 3

Eee..ya’.eee...karena sebagian dari penanya’ itu..ya..ee..kata pengantarnya cukup panjang, jadi sedikit lupa dengan ee..pertanyaan-pertanyaan yang telah disampaikan..tapi overall saya berusaha untuk menjawab semaksimal mungkin.

[Eee..yes.eee...because some of those questioners..yes..ee..the introduction of their questioners were excessively long and trivial, so that, I slightly forgot the detail of their questions...but overall I tried to answer as well as possible].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

The extract above showed that the student tried to answer whole questions from audiences as well as possible, even she said **“sedikit lupa dengan ee..pertanyaan-pertanyaan yang telah disampaikan”** [*“I slightly forgot the detail of their questions”*] but she continued to said **tapi overall saya berusaha untuk menjawab semaksimal mungkin** [*“but overall I tried to answer as well as possible”*]. Those two statements above indicated that the students got a little trouble in understanding the detail of the questions, it was because the student was nervous, but she tried to get the point of each question. As the result, she could answer all those questions accurately. Usually, a nervous student cannot answer

the questions accurately, but in this case the student could. So this student tried to resist her negative anxiety by answering the questions accurately. This extract indicates that the student could turn her anxiety into positive affective or facilitative anxiety.

Extract 4

Ya'..untuk mengatasi hal tersebut ee..sebelum saya melakukan presentasi, saya mempersiapkan diri, membuka kamus, sayaa..betul saya berusaha untuk betul-betul menguasai hasil presentasi saya.

[Yes..to cope that, before I conducted my presentation, I had prepared myself well by opening English dictionary , I ...really tried to master my presentation material].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

Based on the extract above, the student implied that, one of the ways where negative affective or debilitative anxiety can enter into students' perception in doing their presentation is when the students do not master their presentation material yet. In this case, this student had prepared herself before doing her presentation by carrying out some preparations, such as opening dictionary to find the English words in order to help her to explain her proposal well. This extract indicates that the student could overcome her anxiety by using an effective strategy that could change her anxiety into positive affective or facilitative anxiety.

Extract 5

Saya coba fahami saja, saya coba fahami...eee...saya punya materi, kemudian saya berusaha meyakinkan diri saya supaya bisa untuk mempresentasikan materi saya.

[I only tried to understand, I tried to understand...eee...my material, then I tried to convince myself in order to be able to present my material].

Sebelumnya...percaya diri...percaya diri sih...sebelumnya, tapi ada juga kadang selalu agak...apaaa...was-was...bisa tidak..bisa tidak?!!!.

[Previously...I was confident, yeah confident, but sometimes I was also somewhat anxious..it felt like can I do this or not?!!!].

(This recording was taken on Saturday, 25th March 2017, at 11.30 a.m.)

From the first paragraph of the extract 5 above, the student tried to understand his material and to convince himself to be being a good presenter. As he said **“saya coba fahami...eee...saya punya materi** [*“I tried to understand...eee...my material”*] and **saya berusaha meyakinkan diri saya supaya bisa untuk mempresentasikan materi saya** [*“I tried to convince myself in order to be able to present my material”*].

Two statements above showed that there was something had the student drive himself to work harder in term of understanding his material and to convince himself for presentation. To answer that, the researcher confirmed the student’s answer by asking him whether he felt confident or not before doing his presentation, then the student answered as by saying **“Sebelumnya...percaya diri...percaya diri sih...sebelumnya, tapi ada juga kadang selalu agak...apaaa...was-was...bisa tidak..bisa tidak?!!!”** [*“Previously...I was confident, yeah confident, but sometimes I was also somewhat anxious..it felt like can I do this or not”*]. From the student’s answer, the researcher concluded that

something drove the student to work harder in term of understanding his material and to convince himself was the anxiety. It was supported by (Macintyre and Gardner 1989), who stated that anxiety might negatively correlate with language learning outcomes, and they insist that reducing anxiety might enhance learners' motivation and improve their foreign or second language learning. This extract indicates that the student turned his anxiety into positive affective or facilitative anxiety.

Extract 6

Persiapan mental yang saya lakukan, gladi kotor, gladi bersih, selama kurang lebih ..dua hari lah...dua hari dua malam.

[Mental preparation that I did was rehearsal for about ...two days..two days and two nights].

(This recording was taken on Wednesday, 15th March 2017, at 11.38 a.m.)

Based on the extract above the student said he did mental preparation long before doing his presentation. That indicated the student had the problem with affective or anxiety. But the student could make his anxiety as a booster to work harder by preparing his presentation, as he said **gladi kotor, gladi bersih, selama kurang lebih ..dua hari lah...dua hari dua malam** [“*rehearsal for about ...two days..two days and two nights*”]. Finally this extract indicates that the student had positive affective or facilitative anxiety.

Extract 7

Percaya diri sekali..ehh..nda’..sebenarnya tidak percaya diri sekali, karena memang saya tahu bahwa...eee...pronunciation saya tidak terlalu bagus, tapi saya mengambil, tapi saya percayakan diri karena saya faham betul teorinya, tapi

pengucapanku yang masih local. Itu yang terkadang membuat saya tidak percaya diri.

[intensely confident..ehh..not..actually not really confident, because I knew that...eee...my pronunciation is not really good, but I took, I made my self confident because I had deeply understood the theory, the only my pronunciation is still less good. That sometimes made me diffident].

(This recording was taken on Wednesday, 15th March 2017, at 11.38 a.m.)

It can be seen from the extract above that the student was not really confident before doing his presentation, because he had a problem with his pronunciation as he said **“sebenarnya tidak percaya diri sekali, karena memang saya tahu bahwa...eee...pronunciation saya tdak terlalu bagus”** *[actually not really confident, because I knew that...eee...my pronunciation is not really good]*, but he continued to say **tapi saya percayakan diri karena saya faham betul teorinya** *[“I made my self confident because I had deeply understood the theory”]*. it indicated the student tried to resist his anxiety by understanding his thesis material deeply. This extract indicates that the student turned his anxiety into positive affective or facilitative anxiety.

Extract 8

Alhamdulillah fokus. Walaupun ada catatan-catatan kecil saya yang hilang satu, tapi Alhamdulillah fokus. Karena memang sudah dipersiapkan di ide.

[Alhamduillah focus. Even though I missed one of my notes, but overall I could focus].

(This recording was taken on Wednesday, 15th March 2017, at 11.38 a.m.)

One of the reasons why the students get some trouble with negative affective or debilitative anxiety was because they are afraid of making any

mistake where it can break their concentration on the material particularly in presentation. In this case, the student could control his concentration where he was actually in anxious feeling even though he lost his notes. This case was the same as the case on extract 2, where the student tried to resist her negative anxiety by keeping concentration on her proposal material.

Extract 9

Belajar..mmm..yang pastinya memahami isi materi, aaaa..kemudian selalu mencari key pointnya, key wordnya supaya lebih mudah saya dalam belajar dan mengingat nanti kalau dalam eee.. presentasi.

[Study..mmm..understanding the content of the proposal, aaaa..and always find the key points, key words in order to ease me to study and ease me to recall them later in presentation].

(This recording was taken on Thursday, 13th April 2017, at 16.06 a.m.)

From the extract 9 above, the student tried to master his proposal material and then he formed it's key points and words to ease him to remember things that had been prepared to be delivered in presentation seminar. Those were the ways that the student used to resist his anxiety in presentation seminar. This extract indicates that the student turned his anxiety into positive affective or facilitative anxiety.

b. Debilitative Anxiety

Anxiety is sometimes a negative way of showing the feelings. This appears when the students face something really complicated, especially under a lot of pressure. Anxiety can affect the students in many ways, for instance, the way they think, the way they perform in public, and the way they speak. It was supported by Parker and Harrison (1995), as they said debilitating anxiety refers to “extreme level of

anxiety” which could result a poor and bad response or could even restrain it. In this case, the researcher presented the example of negative feeling which represents debilitating anxiety on extracts as follow :

Extract 10

- | | |
|-----|--|
| S : | <p>Ya’..point-point yang tidak sempat saya sampaikan itu ketika saya mempresentasikan proposal saya yaitu, ee..point chapter II, diantaranya disitu adalah ada ee...advantages and disadvantages of blended learning.</p> <p><i>[Yes..The points which I did not (forgot) deliver when I presented my proposal those were, ee...point chapter 2, such as ee...advantages and disadvantages of blended learning].</i></p> |
| R : | <p>Apa yang menyebabkan anda lupa menyampaikan point-point tersebut?</p> <p><i>[What made you forget to deliver those points?]</i></p> |
| S: | <p>Ya...eee itu karena kecemasan yah..pastinya ee.. meningkat begitu,, jadinya beberapa point yang penting lupa untuk saya mmmm sampaikan.</p> <p><i>[Yes...eee that was because my anxiety increasingly emerged].</i></p> <p style="text-align: center;">(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)</p> |

The extract above showed that the student forgot two fundamental contents of her proposal in certain chapter where they had been prepared to be delivered in her presentation, the two fundamental contents were the advantages and disadvantages of blended learning as she said **“diantaranya disitu adalah ada ee...advantages and disadvantages of blended learning”**. [*“such as ee...advantages and disadvantages of blended learning”*]. The reason why the student forgot them was because she felt anxious by the time, as she stated later **“Ya...eee itu karena kecemasan yah..pastinya ee.. meningkat begitu,, jadinya beberapa point yang penting lupa untuk saya mmmm sampaikan”**. [*“Ya...eee*

that was because anxiety yah..certainly ee..increased,,so that a few fundamental contents were forgotten mmm..to be delivered”]. When anxiety disturbs the way the students feel, think and perform in public especially in presenting their proposal seminar, it is called negative affective or debilitative anxiety.

Extract 11

Sedikit.

[“Little”].

(This recording was taken on Tuesday, 28th February 2017, 9:19:14 a.m.)

When the writer asked the student whether she felt confident before presentation, She answered “**sedikit**” *[“little”]*. From that answer, the student showed her anxiety before doing her real work. It is in line with Schumann (1994), who claims that when motivation is lacking, anxiety is high. I believe also that if a student is unmotivated, then that student seems to have high anxiety and less participation. It implied that the student had negative affective or debilitative anxiety even before doing her presentation.

Extract 12

Eee.. kata pengantar, sama thanks to Allah..hehehe..dan shalawatnya...

[Eee..the introduction, gratitude to Allah..hehehe..and shalawat..].

(This recording was taken on Tuesday, 28th February 2017, 9:19:14 a.m.)

The extract 12 above, the student mentioned the points that she forgot to deliver in her presentation time. As she said “**Eee.. kata pengantar, sama thanks**

to Allah..hehehe..dan shalawatnya..”. [*“Eee..the introduction, gratitude to Allah..hehehe..and shalawat..”*]. **“thanks to Allah and shalawat “** that the student meant here was the opening of her presentation. Generally, a muslim student opens the presentation by expressing gratitude to Allah and sending shalawat to prophet Muhammad Shallallahu Alaihi Wasallam as the student had prepared long before she conducted her presentation seminar. But in this case, the student suddenly forgot her opening. When the researcher asked her the reason why she forgot her opening, the student answered if that was because she was anxious even before she started the presentation. The extract above indicated that the student could not control her anxiety, consequently, she fell in negative affective or debilitating anxiety.

Extract 13

Yang membuat cemas itukan biasa timbul secara tiba-tiba gitu..aaa..dari tiba-tibanya itu langsung blank..blank..blank ingin menjelaskan apa..apa yang mau dijelaskan disitu.

[*“The anxiety usually emerges suddenly...aaa...consequently, I went blank..blank..i did not know what to say..what I was going to say then”*].

(This recording was taken on Tuesday, 28th February 2017, 9:19:14 a.m.)

The extract 13 above showed that the student went blank when her anxiety emerged in her presentation seminar. She could not say something or forgot some of her prepared-material in presentation time, as she said **“blank ingin menjelaskan apa..apa yang mau dijelaskan disitu”**. [*“i did not know what to say..what I was going to say then”*]. It is in line with Baldwin, 2011 (as cited in Juhana, 2012) as he further explains that speaking in front of people is one of the

more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. The extract above indicated that anxiety disturbed the student's performance in presentation. So, when anxiety turns destructive, it is called debilitating anxiety.

Extract 14

R	: Waktu sesi Tanya-jawab apakah anda dapat mengingat semua pertanyaan yang diberikan oleh penguji dan peserta? <i>[In question and answer session, could you remember the whole questions which had been asked by the examiners and audiences?].</i>
S	: Tidak <i>[No].</i>
R	: Apa yang membuat anda tidak dapat mengingatnya? <i>[What made you forget it?].</i>
S	: ini....sulit untuk berkonsentrasi dan tiba-tiba blank. <i>[That...was difficult to concentrate and suddenly I went blank].</i>
(This recording was taken on Tuesday, 28 th February 2017, 9:19:14 a.m.)	

It can be seen from the extract above, when the researcher asked the student about her ability to remember all questions which came from the examiners and audiences, she simply said "no", I could not. Afterward, the writer asked her the reason why she could not remember, then the student asserted if she was difficult to concentrate and suddenly could not deliver her prepared-proposal point. As she said " **ini....sulit untuk berkonsentrasi dan tiba-tiba blank**". [*"That...was difficult to concentrate and suddenly I went blank"*]. In this case, the anxiety broke the student's concentration when doing presentation.

Extract 15

Iya..eee..pertama, karena gugup, kedua..agak lupa...

[Yes..eee..the first was because I was nervous, and the second was because I somewhat forgot].

(This recording was taken on Tuesday, 28th February 2017, 9:19:14 a.m.)

When the researcher asked the student why she repeated the same word many times in her presentation, the student answered that because she was nervous and she rather forgot what would she say as she stated “**pertama, karena gugup, kedua..agak lupa..**”. [*“Yes..eee..the first was because I was nervous, and the second was because I somewhat forgot”*]. The first reason that made the student repeat the same word many times was nervous. The student showed her nervousness because she was actually anxious. By repeating the same word, the student looked like that she did not master her proposal content. So, in this case, the anxiety was destructive and negative. The second reason that made the student repeat the same word was because of forgetfulness. In this case, the researcher tried to confirm the student whether the forgetfulness was caused by anxiety or something else, but the student answered that the cause of her forgetfulness was clearly about anxiety. So, both nervousness and forgetfulness are all based on anxiety problem and the student’s anxiety in this case was called by debilitating anxiety.

Extract 16

Sangat mengganggu.

[Very disturb].

(This recording was taken on Tuesday, 28th February 2017, 9:19:14 a.m.)

From the extract 16 above, the researcher asked the student whether the foreign language anxiety disturbed her in presentation then she replied if it was very disturb as she said above “**sangat mengganggu**”. [*“very disturb”*]. The student’s confession above deals with Macintyre’s (1995), who suggested that affective factors, especially anxiety, are the obstacle in the process of language learning. So, when the emergence of anxiety disturbs the student’s performance, it is named as debilitating anxiety.

Extract 17

Pada saat presentasi sedang berlangsung itu, diawal-awal itu sangat gugup sekali, kemudian berjalan terus-terus. Diawal-awal sebenarnya juga karena factor gugupnya, saya jadi kehilangan emm...konsep yang sudah dipersiapkan kaya’ misalnya....eee...menghafal apa materi yang ada, jadi kaya’ hilang begitu. Jadi terpaksa membaca text saja, kemudian pada saat ee...jalan terus, akhirnya, deg-degannya hilang, tapi...eee...materi, penguasaan materinya juga...tidak terlalu..apalagi..namanya itu ...nd’ terlalu dikuasai lagi. Nda’ tau faktor apa itu....

[When presentation was running on, I was too nervous in the beginning of my presentation and it was continual. Actually, I was nervous in the beginning, consequently I lost mmm...concept that I had already prepared such as...eee...memorizing material, I was like I forgot my concept. So, I inescapably read the text (power point) of my proposal. After a moment later, finally, my sensation of pounding was gone, but eee...material, I could not recall again my proposal well. I did not know the reason why...].

(This recording was taken on Saturday, 25th March 2017, at 11.30 a.m.)

The extract above showed that the student felt too nervous in the beginning of his presentation, as he said **“diawal-awal itu sangat gugup sekali”**. [*“I was too nervous in the beginning of my presentation”*]. Consequently, he lost his concepts or materials that had been prepared before, as he said **“saya jadi kehilangan emm...konsep yang sudah dipersiapkan kaya’ misalnya....eee...menghafal apa materi yang ada, jadi kaya’ hilang begitu”**. [*“I lost mmm...concept that I had already prepared such as...eee...memorizing material, I was like I forgot my concept.”*]. Forcefully, he read his power point to explain his idea where he did not actually expect to do that. A few moments later, his nervousness had disappeared. But the result, he could not still recall his concepts that he had prepared before. As he stated, **“Jadi terpaksa membaca text saja, kemudian pada saat ee...jalan terus, akhirnya, deg-degannya hilang, tapi...eee...materi, penguasaan materinya juga...tidak terlalu...apalagi..namanya itu ...nd’ terlalu dikuasai lagi”**. [*“So, I inescapably read the text (powerpoint) of my proposal. After a moment later, finally, my sensation of pounding was gone, but eee...material, I could not recall again my proposal well”*]. In this case, the anxiety turned into debilitative anxiety.

Extract 18

Point penting itu adalah...eee..apayah...point penting...tunggu dulu..saya ingat-ingat dulu...owh iya..itu tentang bagaimana konsep hubungan tentang...eee...hidden kurikulum dengan learner interest. Itu sebenarnya yang saya tidak jelaskan di...eeee...seminar proposal itu.

[*The important point was...eee...mmm...the important point...wait a second...i recall it first...owh yeah...it is about how was the relationship between hidden curriculum and learner interest. That was actually what I forgot to explain in...eeee...proposal seminar*].

(This recording was taken on Saturday, 25th March 2017, at 11.30 a.m.)

When the researcher asked whether he forgot to deliver and explain the important points that had been prepared before in his presentation, the student answered that he did. He forgot to explain an important point of his proposal that was about the relationship between hidden curriculum and learner interest as he stated **“point penting...tunggu dulu..saya ingat-ingat dulu...owh iya..itu tentang bagaimana konsep hubungan tentang..eee...hidden kurikulum dengan learner interest”**. [*“the important point...wait a second..i recall it first...owh yeah...it is about how was the relationship between hidden curriculum and learner interest”*]. The reason why the student forgot that point was about the anxiety. As the student said that he was anxious by the time. In this case, the anxiety disturbed the student’s performance in presentation. So, this anxiety is called debilitative anxiety.

Extract 19

S : Yang saya sempat lupa adalah tentang noveltinnya...eee.. apa namanya ..ee... proposal.

[*What I forgot was about the novelty of my proposal*].

R : kenapa bisa lupa?

[*Why did you forget?*].

S : Itu tadi..ee..karena pikiran saya susah berkonsentrasi eee karena saat menyampaikan materi eee..saya juga merasa cemas dan khawatir dengan banyaknya point-point yang akan saya..hmmm sampaikan..jadi lupa tadi itu eee yang bagian yang..sangat penting..begitu. [*That was..ee..because I was difficult to concentrate eee because when I delivered my proposal material eee..i also felt anxious and apprehensive for there were many points that I would explain ..that’s way I forgot eee the important part of my proposal*].

(This recording was taken on Thursday, 23rd March, 2017, at 11:59:31 a.m.)

The extract 19 above showed that the student had forgotten to deliver the novelty of his proposal in presentation. The reason why the student forgot an important part of his proposal was because he was difficult to get concentration and to be anxious by the time. It can be seen in the next question when the researcher asked the student : **“Kenapa bisa lupa?”** [*“Why did you forget”.*] and the student replied : **“Karena pikiran saya susah berkonsentrasi”**. [*“ because I was difficult to concentrate”*], **“Saya juga merasa cemas dan khawatir dengan banyaknya point-point yang akan saya..hmmm sampaikan”**. [*“i also felt anxious and apprehensive for there were many points that I would explain”.*]. From the extract 19 above, it showed that there were two reasons why the student forgot an important part of his proposal, namely, to be difficult to concentrate and to be anxious and apprehensive. The last reason showed that anxiety disturbed the student’s presentation by forgetting an important part of his proposal material. So, when anxiety damages the student’s mental especially in term of presentation, it must be debilitative anxiety.

c. Non-Effecting Anxiety

Beside Facilitative and debilitative anxieties, another type of anxiety that the researcher found in classroom presentation was non-effecting anxiety. This type of anxiety happened if the students experience low level of anxiety. As the result, they may be so relaxed that they do not really learn or acquire any new things. The researcher presented the examples of lower level of anxiety which represent non-effecting anxiety on extracts as follow :

Extract 20

- R : Apakah anda khawatir akan melakukan kesalahan sebelum presentasi?
[Did you worry to make any mistake before doing presentation?].
- B : Tidak. *[No].*
- (This recording was taken on Wednesday, 15th March 2017, at 11.38 a.m.)

The extract above showed that the student was not affected by anxiety neither facilitative anxiety nor debilitative anxiety. He was very relaxed in doing his result seminar without any pressure feeling which might stimulate him to do things more efficiently or respond it as threatening to him.

Extract 21

- R : Apa yang anda rasakan pada saat presentasi sedang berlangsung?
[What did you feel when the presentation was occurring?]
- S : Yang saya rasakan pada saat presentasi berlangsung ya...berlalu begitu saja, kecuali pada saat pertanyaan.
[What I felt in presentation was...it just passed, except during questioning session].
- (This recording was taken on Wednesday, 15th March 2017, at 11.38 a.m.)

When the researcher asked the student about his feeling when presenting his material, the student answered that he felt the time just passed without any impression, it means that he felt so relaxed as he said **“Yang saya rasakan pada saat presentasi berlangsung ya...berlalu begitu saja”**. *[What I felt in presentation was...it just passed, except during questioning session]*. So, when anxiety does not affect the students' feeling either positive or negative affective especially in case of presentation, the researcher named it non-effecting anxiety.

2. Factors causing foreign language anxiety of the learners in presentation seminar

The researcher found some factors causing the students to feel anxious in their speaking ability, generally they were divided into two main factors, namely internal and external factors, but in the case of this study, the researcher found only internal factors, namely fear of making mistakes, fear of facing questions from participants, fear of failing the exam, inability to use the appropriate vocabulary when explaining the presentation material, fear of being the center of attention or lack of self-confidence, inadequate in using English proficiently, lack of preparation and practice, poor of pronunciation, inferior feelings, and lack of presentation experience. The researcher presented and explained them below :

Extract 22

Eee..ya..kalau dibilang khawatir saya cukup khawatir, takut nanti ketika presentasi itu banyak eee...kesalahan yang akan saya lakukan.

[Eee...yes..if I was asked whether I felt anxious, yes I was anxious enough, afraid of making a lot of mistakes when doing presentation].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

Based on the extract 22 above , the student asserted the reason why she felt anxious in her presentation. As she said **“saya cukup khawatir, takut nanti ketika presentasi itu banyak eee...kesalahan yang akan saya lakukan”**. [*“I was anxious enough, afraid of making a lot of mistakes when doing presentation”*]. It stated clearly that she was afraid of making mistakes.

Extract 23

Sayaa..cukup khawatir..saya khawatir kar...saya khawatir akan lupa dengan apa yang akan saya sampaikan di depan audiences..eee.. dan penguji saya.

[I...was apprehensive enough...I was apprehensive about forgetting what I would deliver in front of the audience...eee and my examiners].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

It can be seen from extract 23 above, the student asserted that she was apprehensive about forgetting suddenly a part of proposal material that she had been prepared before presentation. In this case, the factor causing the student felt anxious or apprehensive in her presentation was fear of forgetfulness.

Extract 24

Eeee..hal yang membuat saya cemas ketika presentasi saya takut eee.. ketika materi-materi yang telah saya persiapkan itu saya lupa dan..saya tidak bisa menyampaikan apa-apa didepan audiences dan penguji saya.

[Eeee..thing that made me anxious when doing my presentation I was afraid of eee....when those materials which I had prepared suddenly forgotten and I could deliver nothing in front of audiences and my examiners anymore].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

When the writer asked the student about what made her feel anxious, the student asserted that she was afraid and worry about forgetting her proposal material at the moment of her presentation, when she did it, she could deliver nothing in front of the audiences, consequently, her anxiety would be higher and

higher, she would be more anxious and it would disturb her performance.

Extract 25

Eeee..yang saya rasakan itu rasa khawatir, takutnya apa yang ditanyakan itu diluar kemampuan saya untuk menjawab pertanyaan-pertanyaan dari audience, penguji dan pembimbing.

[Eeee..what I felt was afraid, afraid of questions from audiences which was beyond my ability to answer].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

When the writer asked the student about how she felt when question and answer session began, the student asserted that she felt apprehensive, this apprehension emerged for she was afraid of being asked by the audiences about the unpredictable questions which had not been prepared before or the questions which was beyond her ability to answer.

Extract 26

Eee.yang saya pikirkan yaitu rasa takut ee...takutnya nanti itu akan berpengaruh ke nilai saya ketika saya tidak bisa menjawab pertanyaan dari audience dan penguji.

[Eee.what I thought was afraid ee..i am afraid if the result of my proposal seminar will influence my final score when I could not answer the audiences and examiners' questions].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

From the extract 26 above, it can be seen that the student was afraid and anxious in question and answer session, the reason why she was afraid was because she worried about her final score. She worried if she could not answer the

audiences' questions she would get the lower score of her presentation, consequently, it must influence her grade-point average.

Extract 27

Ya..ee..hal yang membuat saya cemas ketika akan ee..melakukan presentasi bahasa Inggris yaitu ee.. saya khawatir ketika saya mempresentasikan proposal saya, ada kosa-kata yang tidak saya ketahui sehingga ee..itu akan membatasi ee.. presentasi saya untuk menyampaikan ee.. hasil proposal saya karena adanya keterbatasan kosa-kata”.

[Yes..ee..things that made me feel anxious before doing my English presentation was ee..i was afraid and anxious when I presented my proposal, there would be some vocabularies which I did not recognize and with the result that would restrict me to explain my proposal result, it was because my vocabulary limitations].

(This recording was taken on Tuesday, 21st February 2017, at 11.00 a.m.)

It can be seen from extract 27 above, the student asserted that she was anxious for she worried about if she could not call the name of the objects which must be transformed into English. As she said **”saya khawatir ketika saya mempresentasikan proposal saya, ada kosa-kata yang tidak saya ketahui”**. [*”i was afraid and anxious when I was presenting my proposal, there would be some vocabularies which I did not recognize”*]. Consequently, she could not deliver and explain her proposal materials well. They would not know enough words to express their opinions. So, another factor was the lack of vocabulary or inability to find proper words to express idea which made the students anxious when speaking English in class. Inadequate vocabulary made the students increasingly nervous.

Extract 28

The extract 28, 29 and 30 were taken from the second interviewee by audio recording. This recording was taken on Tuesday, 28th February 2017, 9:19:14 AM.

Kalau lihat orang itu..langsung agak-agak..apa yah namanya ?? cemas.yah.

[When I am looking at audiences and standing in front of the public, I usually quite nervous].

When the researcher asked the student whether she felt confident before beginning her presentation, the student replied by saying ‘little’. Afterward, the researcher asked about the reason why she said just “little” confident, the student replied by saying **“Kalau lihat orang itu..langsung agak-agak..apa yah namanya ?? cemas.yah”**. [*“When I am looking at audiences and standing in front of the public, I usually quite nervous”*]. from the student’s statement above, it clearly showed that the factor made the student felt anxious when doing presentation was she had low self-confident.

Extract 29

Yang membuat cemas itukan biasa timbul secara tiba-tiba gitu..aaa..dari tiba-tibanya itu langsung blank..blank..blank ingin menjelaskan apa..apa yang mau dijelaskan disitu.

[Thing that made me feel anxious usually appeared suddenly ...aaa..for that situation, I went blank...blank..i did not know what to explain].

When the researcher asked the student about what another reason that made her feel anxious when doing her presentation, she asserted that the anxiety

appeared suddenly without actually knowing the reason. She just went blank suddenly and forgot a part of her materials which had been prepared before presentation.

Extract 30

Yang sulit buat saya konsentrasi ketika melihat banyak orang, terus melihat penguji.

[Things which made me difficult to concentrate was seeing a lot of people and examiners].

From extract above, it can be seen that the student could not concentrate well when seeing a lot of people, in this case, she could not concentrate well for she was a center of public attention. So, the factor causing this student felt anxious was the difficulty in concentration.

Extract 31

Faktor...apa yah..kekhawatiran untuk...eee...mengexpresikan pemahaman saya terhadap materi saya dalam bahasa inggris, karena saya...agak-agak, apalagi namanya...minder...saya dalam penguasaan bahasa iggrisnya kurang.

[Factor..mmm..anxiety factor to...eee...express my understanding toward my proposal material in English,, because I ..quite felt inferior for I did not master the English yet].

(This recording was taken on Saturday, 25th March 2017, at 11.30 a.m.)

When the researcher asked the student about what factor made her difficult to concentrate, he said that anxiety factor made him difficult to concentrate well,

then he continued saying that he was anxious because he had to present his proposal material fully in English where he did not really master English, for instance, the ideas should be produced from Bahasa to English. So, the factor causing this student felt anxious was the lack of English proficiency.

Extract 32

Eee...yang pertama itu yaa...apa yah...yag pertama itu, penguasaan materi, yang kedua penguasaan bahasa, bagaimana menjelaskan ee...point-point penting didalam dengan menggunakan bahasa inggris. Kemudian apa lagi....faktor yang ketiga itu yah...berhadapan dengan penguji dan pembimbing, aaa...dengan audience, apa lagi yah....mmm...itu...jadi karena persiapan sebelumnya juga kurang terlalu eee...apa...komplit persiapannya, itu juga menjadi faktor.

[Eee...the first was the mastery of material, the second was the mastery of language, it means that how to explain the important points of proposal material by using English. The third was facing the examiners, supervisors, aaa..and also the audiences, and also mmm...it was also because my preparation was not quite ready yet , that also became a factor].

(This recording was taken on Saturday, 25th March 2017, at 11.30 a.m.)

From the extract 32 above, the student mentioned all factors which made him feel anxious during presenting his proposal material, he mentioned those factors after the researcher asked her to mention all factors that made him feel anxious. From the extract above, it can be found there were three factors which made the student feel anxious. The first factor was the mastery of material. In the last sentence of the extract above, the student admitted that he did not prepare his material as well as possible, it can be seen from his statement, as he said, **“mmm...itu...jadi karena persiapan sebelumnya juga kurang terlalu eee...apa...komplit persiapannya, itu juga menjadi faktor”**. [*“mmm...it was*

also because my preparation was not quite ready yet , that also became a factor”]. The second factor was the mastery of language, as the student said, **“yang kedua penguasaan bahasa, bagaimana menjelaskan ee...point-point penting didalam dengan menggunakan bahasa inggris”**. [*“the second was the mastery of language, it means that how to explain the important points of proposal material by using English”*]., this second factor had been mentioned and discussed in extract 31 where the student asserted that he did not really master English. The last factor that made the student feel anxious was facing the audiences included the examiners and his supervisors.

Extract 33

Percaya diri sekali..ehh..nda’..sebenarnya tidak percaya diri sekali, karena memang saya tahu bahwa...eee...pronunciation saya tidak terlalu bagus, tapi saya mengambil, tapi saya percayakan diri karena saya faham betul teorinya, tapi pengucapanku yang masih local. Itu yang terkadang membuat saya tidak percaya diri dan merasa agak cemas.

[*Very confident...ehh..no..actually I am not really confident, that because I knew if eee...my pronunciation was not quite good, but I try to be confident because I really understood the theory, only my pronunciation sounded like local inhabitant. That sometimes did not make me feel confident and felt a little anxious*].

(This recording was taken on Wednesday, 15th March 2017, at 11.38 a.m.)

From the extract above, the researcher asked the student whether he felt confident before doing his presentation, and the student asserted that he was not really confident. The reason why the student did not feel confident was because his pronunciation was not quite good. As he said **“sebenarnya tidak percaya diri sekali, karena memang saya tahu bahwa...eee...pronunciation saya tidak terlalu bagus”**. [*“actually I am not really confident, that because I knew if*

eee...my pronunciation was not quite good”] Because of the lack of self-confident, he felt a little anxious, it can be seen from the last statement of the extract as he said **“Itu yang terkadang membuat saya tidak percaya diri dan merasa agak cemas”**. [*“That sometimes did not make me feel confident and felt a little anxious”*].

Extract 34

Waa... ketika sesi Tanya jawab saya sudah mulai was-was...apalagi pada saat penguji, karena nuansanya dan suasananya ketika penguji yang bertanya itu berbeda dengan ketika peserta. Ada rasa greget kalau penguji yang bertanya, karena satu, kita merasa dia lebih super dari kita, ke dua, jenjang pengetahuan dia pasti lebih daripada kita, sehingga persepsi inilah yang membuat kita bahwa...oohh..saya lebih dibawah dari dia dan kadang membuat kecemasan semakin bertambah, dan itu salah sebenarnya.

[When question and answer session was being started, I began to feel anxious especially when the examiners,,because the nuance or atmosphere was different when the examiners asked the questions than the audiences or the students did. There was a pressure when the examiners asked the question, the reasons were, I felt that they were more superior than us, their level of knowledge must be better then ours, so this perception made us that...oohhh..they were more superior than us, those perceptions sometimes made our anxiety increase, and I awared that was wrong].

(This recording was taken on Wednesday, 15th March 2017, at 11.38 a.m.)

When the researcher asked the student about his feeling when question and answer session, the student asserted that he was anxious when it was being started, and the reason why he felt anxious was because of two significant reasons. The first reason was that the student perceived if the examiners more superior than his self as he said **“kita merasa dia lebih super dari kita”** [*“I felt that they were more superior than us”*] . The second was that the student perceived if the

examiners had higher level of knowledge than his. Those perceptions made the student feel anxious when conducting his proposal seminar. So, the two reasons were the factors causing the student feel anxious in his presentation.

Extract 35

Eee.. saya deg-degan tadi, karena ini hal pertama saya temui waktu saya..ee.. sejak saya kuliah di S2 sampai hari ini baru saya temui namanya..eee..saya sendiri presentasi.

[Eee...I got the sensation of pounding, because this was the first time I had ever faced since I studied in graduate program until now, this was the first time I presented with myself].

(This recording was taken on Thursday, 23rd March, 2017, at 11:59:31 a.m.)

From the extract above, it can be seen that the student's presentation experiences also become a possible factor that made the student feel anxious in presentation. As the student asserted **“ini hal pertama saya temui waktu saya..ee.. sejak saya kuliah di S2 sampai hari”**. [*“this was the first time I had ever faced since I studied in graduate program until now”*].

Extract 36

Faktor-faktor yang membuat saya cemas adalah tadi ada pertanyaannya...kemudian saya mungkin khawatir saya mungkin khawatir membuat kesalahan dalam grammarnya..kalimat eee...terus saya...melakukan kesalahan dalam pengucapan, itu yang membuat saya eee...membuat saya cemas.

[factors which made me feel anxious were the questions from audience...then I probably worried about making mistakes in grammatical structures...sentences eee...then I worried about making mistakes in pronouncing the words, those made me eee...made me feel anxious].

(This recording was taken on Thursday, 23rd March, 2017, at 11:59:31 a.m.)

When the researcher asked the student to mention factors which made him feel anxious when doing his presentation, the student mentioned three factors those made him feel anxious. The first was that he felt anxious to face the questions from the student as he said **“Faktor-faktor yang membuat saya cemas adalah tadi ada pertanyaannya”** [*“factors which made me feel anxious were the questions from audience”*]. The second was he worried or felt anxious to make mistakes in grammatical structure as he said **“saya mungkin khawatir saya mungkin khawatir membuat kesalahan dalam grammarnya”** [*“I probably worried about making mistakes in grammatical structures”*]. The third was he worried or felt anxious to make mistakes in pronunciation as he said **“melakukan kesalahan dalam pengucapan”** [*“I worried about making mistakes in pronouncing the words”*].

Extract 37

Saat presentasi itu...merasa cemas yang pertama, itu..yang pertanyaan yang bakalan datang apakah saya bisa menjawab, itu yang membuat saya cemas. Kemudian...kan metode saya menghafal..biasanya sebelum saya presentase menghafal dulu semua yang mau saya presentasikan. Jadi, terkadang itu juga membuat saya cemas apakah nanti saya bisa mempresentasikan dengan hafal itu saya bisa mempresentasikan, apabila saya tidak bisa mempresentasikan karna cemas, gugup dan itu bakalan buyar dan blank sma sekali.

[*In presentation...I felt anxious, the first reason was the audiences and the examiners' questions, I was not sure whether I could answer them or not, that made me feel anxious. The next was the method that I used to present my proposal was memorizing it's points. Before I conducted my presentation, I usually memorized all the points which were necessary to be presented. So that sometimes made me feel anxious whether I could recall those poits or not. I was afraid if I could not remember them all when presenting my proposal. Consequently, I would be anxious and would be blank at all*].

(This recording was taken on Thursday, 13th April 2017, at 16.06 a.m.)

When the researcher asked the student about the factor made him feel anxious in his presentation performance, the student revealed that there were two fundamental factors that made him feel anxious, those factors were the student was not sure that he could answer the audience and examiner's questions in the question and answer session even before it started. As the student said **“yang pertanyaan yang bakalan datang apakah saya bisa menjawab, itu yang membuat saya cemas”**. [*“the audiences and the examiners’ questions, I was not sure whether I could answer them or not, that made me feel anxious”*]. Another factor was that the student worried about forgetting his key points which had been prepared before presentation. As the student said **“Kemudian...kan metode saya menghafal..biasanya sebelum saya presentase menghafal dulu semua yang mau saya presentasikan. Jadi, terkadang itu juga membuat saya cemas apakah nanti saya bisa mempresentasikan dengan hafal itu”**. [*“Before I conducted my presentation, I usually memorized all the points which were necessary to be presented. So that sometimes made me feel anxious whether I could recall those points or not. I was afraid if I could not remember them all when presenting my proposal”*]. So, those two factors are the concern of inability to face the future question and fear of forgetting the prepared material.

B. Discussion

This section deals with the interpretation of findings where they were explored, and elaborated. The data is presented in two main parts, namely types of foreign language anxiety experienced by the students and factors causing foreign language anxiety in presentation seminar.

1. Types of foreign language anxiety experiences by the students in classroom presentation.

Alpert and Haber (1960) proposed two types of foreign language anxiety which clearly showed the differences between facilitating anxiety and debilitating anxiety by showing that anxiety can either be positive or negative. Looking on facilitating anxiety, this type of anxiety always motivates learners to do things more efficiently and it encourages learners to make an extra effort in overcoming feelings of anxiety. On the other hand, debilitating anxiety is said to the other way round. Young (1986) maintained that while debilitating anxiety may result in poor performance in second and foreign language learning, facilitating anxiety can actually lead to an improved performance. Furthermore, the researcher found the new type of anxiety that experienced by a student namely non-effecting anxiety. This type of anxiety happened if the students experience low level of anxiety. When anxiety does not affect the students' feeling either positive or negative affective especially in case of presentation, the researcher named it non-effecting anxiety.

Based on the previous findings, anxiety once again is normal symptom that could happen to everyone. As stated by Khairi and Nurul Lina (2010), moderate feelings of anxiety in foreign language learning might help students to create the desire to learn, to motivate and to get the students realize that they have to work harder in order to acquire the target language. For students who experience high anxiety, they may perceive both second and foreign learning situations as threatening to them and may respond to this threatening situation by

showing poor learning performance. In case of this research, the researcher focused on student's classroom presentation in presentation seminar. The findings revealed that all students who participated in presentation seminar experienced language anxiety.

The first finding showed that facilitative anxiety which can be seen in extract 1-9, The findings were in line with Alpert and Haber's (1960), as they stated that facilitating anxiety influences the learner in a positive, motivating way and is best described as enthusiasm before a challenging task. From 21 extracts in the first part of previous findings, the researcher found 9 extracts from the students' statements which indicated them as positive affective or facilitative anxiety, for example on interview script in extract 1 ***"Eee..ya..kalau dibilang khawatir saya cukup khawatir, takut nanti ketika presentasi itu banyak eee...kesalahan yang akan saya lakukan"***. [*Eee..yes, if you ask me, did I worry? Yes I quite worried , worry of making a lot of mistakes in my presentation performance*]. From the student's statement above, she was actually felt anxious to face her presentation. Due to her anxiety and worry of making mistakes, the student was stimulated and motivated to work harder by doing the good preparation, it can be seen when she said later ***"Yah..cukup percaya diri ketika saya akan melakukan presentasi dengan persiapan-persiapan yang telah sayaaa persiapkan."*** [*Yes..Confidently enough when I was going to carry out my presentation with a lot of arrangements that I had prepared before*]. The student's statement above implied that she had done several preparations relating to her presentation in order to reduce her anxiety in proposal presentation seminar. It is

also related to Alpert and Haber (1960) statement, they mentioned that facilitating anxiety helps a learner to be more alert to a task, pushes students on to make greater efforts, and is considered to be a positive factor in order to accomplish a task.

The second finding showed that negative affective or debilitating anxiety which can be seen from extract 10 to 19. In these findings, this type of language anxiety causes the students to be difficult to express their own views and tend to underestimate their own ability, the students also showed their inability to control their anxiety, consequently, the emergence of anxiety disturbed their presentation performance. It is related to Parker and Harrison (1995), who stated that debilitating anxiety refers to extreme level of anxiety which could result a poor and bad response or could even restrain it. Moreover, debilitating anxiety definitely hinder the students to present their proposal seminar as well as possible. It can be seen clearly in many extracts for example in extract10, the student said *“Ya’..point-point yang tidak sempat saya sampaikan itu ketika saya mempresentasikan proposal saya yaitu, ee..point chapter 2, diantaranya disitu adalah ada ee...advantages and disadvantages of blended learning”* [“Yes..The points which I did not (forgot) deliver when I presented my proposal those were, ee...point chapter 2, such as ee...advantages and disadvantages of blended learning”]. Those utterances showed that the student forgot two fundamental contents of her proposal in chapter II where they had been prepared to be delivered in her presentation, the two fundamental contents were the advantages and disadvantages of blended learning. The reason why the student forgot them

was because she felt anxious by the time, as she stated later ***“Ya...eee itu karena kecemasan yah..pastinya ee.. meningkat begitu,, jadinya beberapa point yang penting lupa untuk saya mmmm sampaikan”***. [*“Ya...eee that was because anxiety yah..certainly ee..increased,,so that a few fundamental contents were forgotten mmm..to be delivered”*]. From the student’s statement above, it can be concluded if the anxiety can inhibit the student’s ability to perform a task in maximum level especially in doing presentation in front of audiences. When the students feel anxious, a barrier goes up and impedes the flow into and out of the part of the brain responsible for language learning especially in presentation. So they may even fail to recall the words they know. It is in line with Alpert and Haber’s (1960) statement where they state that debilitating anxiety on the contrary is negative, where a learner becomes too anxious and may not perform a task to the optimum level, while Young (1986) maintained that debilitating anxiety may result in poor performance in second and foreign language learning.

The new type that found by the researcher during classroom presentation was non-effecting anxiety. It can be identified when the students were not really stimulated to work harder to prepare themselves in doing such presentation and were not stimulated to perceive a foreign language as a threatening to them. It can be seen clearly in extract 20 and 21 for example in extract 21 when the researcher asked the student about his feeling when presenting his material, the student answered that he felt the time just passed without any impression, neither facilitative anxiety nor debilitating. It means that he felt so relaxed as he said ***“Yang saya rasakan pada saat presentasi berlangsung ya...berlalu begitu***

saja”. [*What I felt in presentation was...it just passed, except during questioning session*]. So, when anxiety does not affect the students' feeling either positive or negative affective especially in case of presentation, the researcher named it non-effecting anxiety.

2. Factors causing foreign language anxiety of the learners in seminar presentation

The next finding of this study is factors causing foreign language anxiety of the students in presentation seminar. When asked about the reasons for student anxiety in presentation seminar, the students as the participants invariably believed that it could be attributed to a range of factors.

The fact that language anxiety is a psychological construct, it most likely stems from two main factors. According to schwarts, (as cited in Tanveer, 2007) namely internal and external. The internal factor such the students' self perceptions or perceptions about others (peers, teachers, interlocutors, etc.), target language communication situations, the students' beliefs about second or foreign language learning and linguistics difficulties. Moreover, the external factors such as different social or culture environment, social status, the relationship between speaker and interlocutor and gender differences are also be important factors causing language anxiety for EFL students.

Based on the interview result, the researcher found ten internal factors causing language anxiety of the students in presentation seminar. The internal factors that the students stated were elaborated and corresponded with some theories and previous findings.

The first finding from factors causing the students to feel anxious in

presentation seminar was fear of making mistakes. According to Ur, Penny (2000), Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy the attention that their speech attracts. The fear of making mistakes is one the reasons of why students are not able to communicate with use of English and feel anxious. Students fear to make mistakes increase especially when they speak to a critical audience. At the college level, especially for graduate program students, they are generally the critical audience. In this case, the student was anxious for she was afraid of making mistakes in front of her examiners and the students as the audiences where they are supposed as the critical audiences. As it can be seen in many extracts, for example in extract 22, where the student said *“Eee..ya..kalau dibilang khawatir saya cukup khawatir, takut nanti ketika presentasi itu banyak eee...kesalahan yang akan saya lakukan”*. [*“Eee...yes..if I was asked whether I felt anxious, yes I was anxious enough, afraid of making a lot of mistakes when doing presentation”*]. The reason why the student felt anxious when presenting her proposal seminar was because she was afraid of making mistakes. So, one of the factors which make the student feel anxious was fear of making mistakes.

The second finding from factors causing the students to feel anxious in presentation seminar was fear of facing the unpredictable questions. In the last part of seminar presentation, there is always question and answer session where in this session, the participants or audiences are allowed to ask some questions to the presenter related to his/her topic. In that situation, the student who presents the

seminar usually feel unpleasant and anxious for being asked. In this case, the researcher found three extracts from three different student statements in extract 23, 36 and 37. For example in extract 37, the student said ***“Saat presentasi itu...merasa cemas yang pertama, itu..yang pertanyaan yang bakalan datang apakah saya bisa menjawab, itu yang membuat saya cemas”***. [*“In presentation...I felt anxious, the first reason was the audiences and the examiners’ questions, I was not sure whether I could answer them or not, that made me feel anxious”*]. When the researcher asked the student about the factor made him feel anxious in his presentation performance, the student revealed one of the factors that made him feel anxious was the question from the audiences. From The student’s utterance above, it clearly shows that one of the factors causing the student to feel anxious in presentation seminar was fear of facing the unpredictable questions from the audiences.

The third finding from factors causing the student to feel anxious in presentation seminar was fear of failure in the exam. It can be seen in extract 26, the student said ***“Eee.yang saya pikirkan yaitu rasa takut ee...takutnya nanti itu akan berpengaruh ke nilai saya ketika saya tidak bisa menjawab pertanyaan dari audience dan penguji”***. [*Eee.what I thought was afraid ee..i am afraid if the result of my proposal seminar will influence my final score when I could not answer the audiences and examiners’ questions*]. The student stated that she was afraid and anxious in question and answer session, the reason why she was afraid was because she worried about her final score. She worried if she could not answer the audiences’ questions she would get the lower score of her presentation,

consequently, it must influence her grade-point average. This was the same as found by Tobias (1986: cited in MacIntyre & Gardner, 1991: 296), that language anxiety is negatively correlated with language course grades. Seminar presentation is a part of language assessment, so the fear of failure may be defined as test anxiety, especially when skills are being measured formally as in exams. Test anxiety is an apprehension towards academic evaluation. It could be defined as a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations. This type of anxiety concerns apprehension towards academic evaluation which is based on a fear of failure (Horwitz and Young, 1991).

The fourth finding of factors causing the student to feel anxious in presentation seminar was inability to find proper words to express idea. From the results of students' interview, the researcher found that the student felt anxious for she worried if she could not call the name of the objects which must be transformed into English, as she said *"saya khawatir ketika saya mempresentasikan proposal saya, ada kosa-kata yang tidak saya ketahui"*. [*"i was afraid and anxious when I was presenting my proposal, there would be some vocabularies which I did not recognize"*]. From the student's statement above, it indicates the student had difficulties in linguistic problem. Linguistic difficulties occupy a substantial place in the reasons for language anxiety. From these linguistic difficulties, vocabulary was reported to have a remarkable part. The subjects' responses regarding the difficulties of remembering and retrieving vocabulary items are also consistent with past research. The responses lend

support to MacIntyre and Gardner's (1991b, cited in MacIntyre, 1995: 93) research, which found the correlation between language anxiety and the ability to recall vocabulary items "I don't have exact words to express my ideas", "sometimes I am conscious I am not using the right word", "I always feel nervous speaking English because I do not have enough vocabulary", are some of the utterances participants made to show their difficulties regarding vocabulary.

The fifth finding of factors causing the student to feel anxious in presentation seminar was lack of self-confidence or fear of being the focus of attention. As Nunan (1999) said that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. It can be seen in extract 28 and 30, where the student felt anxious when she was standing to give presentation in front of other students, for example in extract 28 **"Kalau lihat orang itu..langsung agak-agak..apa yah namanya ?? cemas.yah"**. [*When I am looking at audiences and standing in front of the public, I usually quite nervous*].

When the researcher asked the student whether she felt confident before beginning her presentation, the student replied by saying *'little'*. Afterward, the writer asked about the reason why she said just "little" confident, the student replied by saying **"Kalau lihat orang itu..langsung agak-agak..apa yah namanya ?? cemas.yah"**. [*"When I am looking at audiences and standing in front of the public, I usually quite nervous"*]. Lack of self-confidence led her to feel anxious to avoid making mistakes and embarrassment. As the result, it clearly

showed that one of the factors made the student feel anxious when doing presentation was low self-confident.

The sixth finding of factors causing the students to feel anxious in presentation seminar was the lack of proficiency. To give a presentation in English would be a cognitively demanding activity for EFL students. They need to consider presentation ideas or recall presentation contents while translating these ideas and contents from Bahasa to English. In contrast, for EFL students who reach almost (near-) native-like speaking proficiency delivering a speech in English is nearly automatic behavior. They do not need to spend more time on the translation of the presentation ideas or contents. In this case, English proficiency for this student is still far from a native-like level as they pay too much attention on the processing and translating of presentation ideas. Therefore, this students perceived English proficiency as a factor that causes in-class speaking anxiety. As the student said in extract 31. ***“Faktor...apa yah..kekhawatiran untuk...eee...mengexpresikan pemahaman saya terhadap materi saya dalam bahasa inggris, karena saya...agak-agak, apalagi namanya...minder...saya dalam penguasaan bahasa iggrisnya kurang”***. [*“ Factor..mmm..anxiety factor to...eee...express my understanding toward my proposal material in English,, because I ..quite felt inferior for I did not master the English yet “*]. In this finding, the researcher firstly asked the student about what factor made him difficult to concentrate, he said that anxiety factor made him difficult to concentrate well, then he continued saying that he was anxious because he had to present his proposal material fully in English where he did not really master

English, for instance, the ideas should be produced from Bahasa to English. It is related to Young (1999) who points out, when students are asked to express themselves using a language in which they have limited competence, the task can be very threatening to their self-image.

The seventh finding of factors causing the students to feel anxious in presentation seminar was the insufficient preparation and practice. In extract 32, the student mentioned three factors caused him to feel anxious when presenting his proposal, one of them was the lack of preparation or practice, the consequence of it may lead him to be anxious. The student admitted that he did not prepare his material as well as possible, it can be seen from his statement, as he said, **“mmm...itu...jadi karena persiapan sebelumnya juga kurang terlalu eee...apa...komplit persiapannya, itu juga menjadi faktor”**. [*“mmm...it was also because my preparation was not quite ready yet , that also became a factor”*].

The eighth finding of factors causing the students to feel anxious in presentation seminar was the poor of pronunciation. It can be seen from the student's statement in extract 33, In the interview session, the researcher asked the student whether he felt confident before doing his presentation, and the student asserted that he was not really confident. The reason why the student did not feel confident was because his pronunciation was not quite good. As he said **“sebenarnya tidak percaya diri sekali, karena memang saya tahu bahwa...eee...pronunciation saya tidak terlalu bagus”**. [*“actually I am not really confident, that because I knew if eee...my pronunciation was not quite*

good”]. It is in line with Price’s study (1991) where he indicated that learners are afraid of making pronunciation errors in classroom. Speaking language, English, like giving speech or classroom presentation in front of the audiences should be delivered by good pronunciation because the way of pronouncing the words usually is the first thing that students are judged and evaluated. Because of the lack of self-confident, he felt a little anxious, it can be seen from the last statement of the extract as he said **“Itu yang terkadang membuat saya tidak percaya diri dan merasa agak cemas”**. [*“That sometimes did not make me feel confident and felt a little anxious”*]. Therefore, pronunciation mistakes often leads the student to feel anxious in classroom presentation, in this case is presentation seminar.

The ninth finding of factors causing the students to feel anxious in presentation seminar was the student’s perception about examiners or feeling inferior to others. Based on the result of the interview which was conducted to the students, it was found that the student felt anxious was because of two significant reasons. The first reason was that the student perceived if the examiners more superior than his self as he said **“kita merasa dia lebih super dari kita”** [*“I felt that they were more superior than us”*]. The second was that the student perceived if the examiners had higher level of knowledge than his as he said **“ke dua, jenjang pengetahuan dia pasti lebih daripada kita”** [*“their level of knowledge must be better then ours”*]. Those perceptions made the student feel anxious when conducting his proposal seminar. So, the two reasons were the factors causing the student to feel anxious in his presentation.

The last finding of factors causing the students to feel anxious in presentation seminar was insufficient experience in doing presentation. From the extract 35, it can be seen that the student's presentation experiences also become a possible factor that made the student feel anxious in presentation.

To simplify the discussion of factors above, the researcher presents in the table that it shows the internal factors which cover ten sub factors causing language anxiety. The following table shows the factors causing language anxiety of EFL students in classroom presentation.

Table 1.2 The Internal Factors Causing language Anxiety of EFL Students in Classroom Presentation

Internal Factors		
Self-Perceptions	Linguistics difficulties	Other sources
1. Fear of making mistakes 2. Fear of facing questions 3. Fear of failing the exam 4. Lack of self-confidence 5. Feeling inferior to others	6. Inability to find proper words to express the idea 7. Lack of proficiency 8. Poor of pronunciation	9. Insufficient preparation and practice 10. Insufficient experience in presentation

Based on the table 1.1 above, it shows that internal factors covers two main sources of anxiety such as self-perception, and linguistic difficulties.

a. Self-perception

Generally the students were worried about what their peers and teachers think about them. It supported by the idea of Young (1991) where found that anxious learners thought their skills in language were weaker than their peers and they were looking down at them. They were afraid of the negative evaluation from others. Their perceived that their teachers or examiners would assume them as

incompetent students or their friends or audience would laugh at him. This condition makes the students afraid of making mistakes which lead them experienced anxious during presenting in presentation.

b. Linguistic difficulties

Some students were worried about their linguistic competence such as vocabulary, grammar and pronunciation. In doing presentation where English used as a foreign language, a speaker or presenter has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehensible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time. Those are the problems that the students have to take note of. It is supported by the idea of Syarifuddin (2006) where he stated that linguistic factor such as limited vocabulary, grammar, pronunciation, etc can make the students feel anxious in speaking, especially by using foreign language.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers two sections, the first section deals with conclusion and another one deals with suggestions.

A. Conclusions

Based on the findings and the discussions in the previous section, it can be concluded that:

1. There are three types of anxiety experienced by the students of Graduate Program State University of Makassar at class G in EFL classroom presentation. The EFL students experienced three types of anxiety namely facilitative, debilitating and non-effecting anxiety. Facilitative and debilitating anxiety based on the theory of Alpert and Haber (1960) where they have clearly showed the differences between facilitating anxiety and debilitating anxiety by showing that anxiety can either be positive or negative. Meanwhile, the researcher found a new type of anxiety experienced by the student during classroom presentation,. The new type of anxiety that the researcher found was non-effecting anxiety. Looking on facilitating anxiety, this type of anxiety always motivates learners to do things more efficiently and it encourages learners to make an extra effort in overcoming feelings of anxiety while debilitating anxiety is said to the other way round. On other hand, non-effecting anxiety can be identified when the students were not really stimulated to work harder to prepare themselves in doing such

presentation and were not stimulated to perceive a foreign language as a threatening to them.

2. The students' anxiety in speaking especially in classroom presentation was caused by several factors. Those are fear of making mistakes, fear of facing the questions, fear of failing the exam, inability to find proper words to express, lack of self-confidence, lack of proficiency, insufficient preparation and practice, poor pronunciation, the students' perception about examiners or feeling inferior to others, insufficient experience in presentation.

B. Suggestions

Based on the conclusions that have been put forward above, the following implication and a recommendation for further related research are really suggested by the researcher. Those suggestions are drawn as follow:

1. All English teachers are expected to know and to be aware about the differences of their student's anxiety, where anxiety does not only cause the negative effect (Debilitative) to the student learning task especially in speaking and classroom presentation but also can be a positive effect (Facilitative) where facilitative anxiety always motivates learners to do things more efficiently and it encourages learners to work harder to achieve their goals.
2. By knowing the types of anxiety experienced by the students, the teacher expected to be able to transform their students' anxiety into a motivation (facilitative anxiety) which can cause the students to work harder.
3. Teachers should establish an encouraging class atmosphere in their classes to

reveal risk takers. Because, learners need teacher's reward and respect to change their anxiety into motivation. If the teachers assure this atmosphere in their classes, learners are not afraid of being blamed and humiliated, also, they can be risk-takers in many situations especially when doing presentation or share their ideas,

4. This study can become the guidance for EFL students and English teachers to measure the student's anxiety in speaking. It also can be used as a reference to create a better teaching and learning environment.
5. The further research need to be conducted to explore more issues related to anxiety cases.

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